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ABSTRACT

Vocational education programs for handicapped students in Texas were evaluated in order to make recommendations for improvement. Three objectives were proposed: (1) to evaluate the effectiveness of training for entry-level knowledge and skills provided to handicapped students enrolled in vocational education for the handicapped (VEH) programs; (2) to review the job status of handicapped students who have completed VEH programs in order to determine to what extent these students are being employed in the occupations for which they were trained; and (3) to recommend an appropriate method for delivering vocational services to handicapped students. A project advisory committee was selected to draw up a sample and review survey instruments for VEH teachers, vocational counselors, VEH students, and employers of VEH completers. From a population of 411 VEH programs in 175 school districts, a sample of 196 VEH programs in 100 school districts was selected, and programs administrators in these districts received survey packets. A major part of the report consists of an analysis of the survey data in 12 tables. According to the survey response, about 61 percent of administrators felt that VEH students were being realistically trained for employment, while 70 percent of special educators felt this was happening now. Employers also felt that the training was helpful on the present job. The survey found a low percentage of program completers in jobs for which they had been trained, but in many cases the reason for this was that participants were still in school. Concerning those who had finished school and were working, a high percentage of employers thought the handicapped had a good future in the fields for which they had been trained. Finally, the survey respondents recommended greater cooperation between vocational and special education as the number one need in improving VEH. (KC)

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EVALUATING THE EFFECTIVENESS OF VOCATIONAL EDUCATION FOR THE HANDICAPPED

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Sponsored Cooperatively by

Research Coordinating Unit

Department of Occupational Education and Technology

Texas Education Agency

and

NORTH TEXAS STATE UNIVERSITY

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Body of the Report

a. Problem Area toward which project was directed

Previous studies and related literature

Within the last few years it has been established that handicapped school-age children have the same rights as non-handicapped students to a free, public, equal educational opportunity. The principle source of this right has been a large number of State and Federal court orders based on two major premises: first, handicapped persons can learn and profit from training and education; and second, techniques and technologies exist which are believed to be appropriate for training and educating the handicapped student.

In meeting the mandates of PL 94-482, and Sec. 504, TEA has provided leadership for modifying existing programs and equipment, or conducting teacher training for serving special needs students, for funding teacher aides to provide more one-on-one instructional time, and for creating special programs to serve students who could not be successful in existing vocational programs or modified programs. These special Vocational Education for the Handicapped programs are designed to give handicapped students saleable skills for occupations available within the surrounding community.

VEH programs, as any vocational programs, are designed to provide students with occupational instruction which is suited to their needs, interests, and abilities to benefit from such training. The challenges of delivering appropriate vocational instruction to

students with special needs are compounded by the changing demands of the work place. Fulfilling students individual needs and community manpower needs requires the cooperation of school administrators, vocational education personnel, special education personnel, business and industry and parents of students served.

The economic profile of our country has changed dramatically over the past decade. A 1980 Economic Report from the Department of Labor predicts that nearly twenty-five million new jobs will open up by 1990. Job growth will be greatest in the service occupations. Among the occupations specifically targeted for growth were nurses aides, orderlies, janitors, fast-food restaurant workers, kitchen helpers and building-trades helpers.

This Labor Department study indicates that occupational fields which have been selected as appropriate training areas for VEH classes, have a good outlook for present availability and future growth. The fact that schools have students who evidence the need for specialized training programs and that jobs in the training fields offered are becoming more prevalent, further justifies the need of an evaluation of existing programs.

The reduction of Federal dollars in proportion to state dollars spent on education has made it necessary for educators to look carefully at the benefits versus costs of our educational programs. VEH programs are composed of students who require intensified, individualized training, therefore, they carry a higher per-student cost than regular vocational programs.

The importance of the efficiency of VEH programs can be viewed humanistically: Every student has the right to an education which will lead to functional and financial independence. Post-secondary programs for the VEH student are rare. This means that the VEH student's training received at the secondary school level will in large part determine his/her vocational readiness. The efficiency of the VEH program can also be viewed economically: Even though the cost of Vocational Education for the Handicapped is higher than that of the average student, this cost is minimal in comparison to the cost of supporting the untrained person over his/her lifetime.

Decisions must be made locally and at the state level of school administration concerning the allocation of educational funds. In order to make decisions based on the benefits Texas handicapped students are receiving from specific vocational training, information comparing effectiveness of current programming and needs indexes showing problems which are hampering student success should be available.

An Educational Resources Information Center (ERIC) search of the literature indicated that there has not been a previous state-wide evaluation of the effectiveness of VEH programs offered in Texas. In 1972 guidelines for program evaluation were proposed n a Texas Education Agency funded project, however, these proposed evaluation procedures were never implemented in a state-wide evaluation.

The evaluation of services available to students in Vocational Special Needs was investigated initially on a broad, nationwide

scope. Then, having developed some perspective in the range of services, research was directed to the specific programs offered in Texas schools.

A review of literature reveals that one major concern in vocational education for the handicapped throughout our nation is the number of persons who are not being reached by any vocational programs. In "An Analysis of Fiscal Policy Alternatives for Serving Special Populations in Vocational Education", Allen Phelps reported that in 1980 handicapped students numbered nearly four million or 8 percent of the total school age population. Of the approximately 1.1 million handicapped students enrolled at the secondary level, only about one-half are enrolled in a vocational program.

Federal legislation from 1963 to the present has been directed toward the appropriate, equal education of the entire school population. In a 1979 American Vocational Association publication, Albright seeks to describe laws existing up to that date and their impact on the administration of programs for handicapped students.

Deciphering federal and state laws and implementing appropriate programs on the local level has been complicated by the range of ability and disability of students who fall within the term "handicapped". The definition of handicapped as described in the Education for All Handicapped Children Act (PL 94-142) lists ten specific handicapping conditions. In each of these ten groups, the practitioner will find multiple functioning levels.

The frustrations many service providers must feel at the enormity of serving such a diverse group was evidenced in this

statement from the National Center for Research in Vocational Education publication concerning programming for the handicapped:

> "The progress vocational education has made in serving handicapped persons during the past decade is often overshadowed by the urgency and immensity of the responsibilities we face."

Texts are becoming available which help introduce special education personnel and vocational education personnel to the concepts of providing pre-vocational and vocational training to the handicapped students. In addition, aides such as Donn Brolin's Life Centered Career Education: A Competency Based Approach and Career Education for Handicapped Children and Youth are becoming available which give the direct service provider specific ideas useful in the career and vocational training of handicapped students.

Since programs designed to meet federal and state guidelines have been in place in most states for several years, states have begun to evaluate the appropriateness of their programming in meeting student's needs. Georgia's approach to serving the vocational needs of handicapped students at the secondary level is called the "Related Vocational Instruction Program (RVIP)". Georgia's statewide evaluation of the RVIP was concentrated in four major areas: 1) compliance with Federal guidelines, 2) program design, 3) program process, and 4) specific program evaluation. Each of these categories was addressed thoroughly and areas of compliance and need were indicated.

The four purposes of the statewide evaluation of vocational services for handicapped students in North Carolina were: 1) identify problems in developing and administering programs, 2) quantify/prioritize programmatic needs, 3) document program success, and 4) provide information upon which to formulate policy.

Data were analyzed at the policy, administrative, and programmatic levels using frequency distributions, prioritize ranks, and percentages to report the data. As a means of organizing the data for reporting in a meaningful manner, eight headings were used. The eight organizational headings were barriers, needs, planning, training, funding, coordination and cooperation policy, and program operations. Specific survey findings were discussed under each heading. Program strengths as well as weaknesses were considered in the findings and recommendations.

After pilot VEH programs had been operating for three years in Texas, the Texas Education Agency funded a project which would develop guidelines for program evaluation. The objectives of this project, conducted by Judy Meyer through the University of Houston, were to develop guidelines to be used by the Texas Education Agency in the evaluation of proposals for further pilot programs and to provide guidelines for local school districts in implementing programs and conducting self-evaluations.

These existing studies offer important background data for the formulation and organization of this evaluation project. Examples of research design and specific survey questions were reviewed for applicability to the VEH Evaluation Project.

(b) Goals and Objectives of the Project

Improving the quality of vocational education for the handicapped is a goal of the Department of Occupational Education and Technology of the Texas Education Agency. Planning for improvement of the quality and effectiveness of any program requires an evaluation of the program to be improved. The goal of his project is to improve vocational education for the handicapped through the process of evaluation. This process can be carried out by the achievement of specified objectives.

The objectives to be accomplished through this research project were stated in RFA (R07) as:

1. To evaluate the effectiveness of training for entry-level knowledge and skills provided to handicapped students enrolled in vocational Education for the Handicapped (VEH) programs.
2. To review the job status of handicapped students who have completed VEH programs to determine to what extent these students are being employed in the occupations for which they were trained.
3. To recommend an appropriate method for delivering vocational services to handicapped students.

(c) Description of the General Design and Procedures Followed

A Project Advisory Committee was established to serve four major roles in this research: (1) as an advisory body in selecting the research sample; (2) to review and make revisions on the survey instruments; (3) to establish content validity of instruments; and (4) to review and make recommendations concerning data collected from the surveys.

Committee members were carefully selected based on their experience with vocational education and serving handicapped students. PAC members represent instruction, professional education organizations, vocational administration, community agencies, business and industry, guidance, teacher education, vocational assessment, and the Texas Education Agency. Committee members selected were:

1. Texas professional organization for education of the handicapped - Mary Fulton, Texas Association of Vocational Adjustment Coordinators
2. VEH instructor - Owen Hill, El Paso Technical Center
3. Local Special Education Representative - Marj Patten, Klein I.S.D.
4. Vocational Special Needs Teacher Educator - Linda Parrish, Ph.D., Texas A & M
5. Vocational Assessment - Tom Sanford, Region XX Education Service Center, San Antonio

6. Vocational Administrator - Hayden McDaniel, Vocational Director, Galveston I.S.D.
7. Community Agency for employment of the handicapped - Mark Marak, Director, County North Work Training Center, Irving
8. Vocational Guidance - Bill Watkins, Ph.D., Vocational counselor, Abilene I.S.D.
9. Business and Industry - Mark Typer, Northern Telecom
10. Representatives of the TEA - Eleanor Mikulin, Occupational Education Specialist III - Special Needs; Durwin Hill, Occupational Education Specialist - Agriculture; GayNell McGinnis, Occupational Education Specialist - Homemaking

The initial Project Advisory Committee meeting was held in Dallas on September 18, 1984. The purpose of this meeting was to give PAC members the opportunity to review sample selection and drafts of survey instruments in order to make recommendations for revisions.

Sample Selection:

From a population of 411 VEH programs in 175 school districts, a sample size of 196 VEH programs in 100 school districts was selected. Selection of specific programs was

stratified to represent the same percentage as exist in the total VEH program offerings:

Trade and Industrial	44.00 %
Homemaking	33.00 %
Agriculture	11.00 %
Office Education	9.00 %
Health Occupations	1.90 %
Marketing and Distributive Education	.002%

These percentages yield this sample size:

Trade and Industrial	87 units
Homemaking	64 units
Agriculture	22 units
Office Education	18 units
Health Occupations	4 units
Marketing and Distributive Education	1 unit
TOTAL SAMPLE	196 unit

A stratified random sample was selected from a list of all VEH units offered in the 1983 - 1984 school year by using a table of random numbers. Lists of all VEH programs offered in 1983 - 1984 and the sample selected for this project are included in appendices A and B.

Development of Instruments:

The initial survey drafts for VEH teachers, special education teachers vocational administrators, vocational counselors, VEH students, parents of VEH students, and employers of VEH completers were mailed to PAC members for review before the September 18, 1984 meeting so that members could begin to formulate questions and suggestions.

Each survey was revised in accordance with the panel decisions at the initial meeting. These revised surveys were sent to panel members for any further recommendations. Additional revisions were conveyed to all members by telephone and consensus was reached as to final changes that would be made. Final copies were submitted to the Research Coordinating Unit (RCU) of the Texas Education Agency for revision and then approval. The revised survey instruments are included in Appendix C.

Local vocational administrators were approved by the RCU of the Texas Education Agency to serve as contact persons for survey receipt and distribution. As a means of field testing the directions to contact persons for clarity, five area Vocational Administrator and Supervisor Association meetings were selected as sites for personal distribution of survey packets. Vocational Administrators whose programs were selected in the random sample were handed packets and given the opportunity to ask procedural questions concerning the surveys. The administrators in attendance, representing twenty-five school districts from the sample felt that the information included was adequate for proper distribution and completion of the surveys.

The field test group selected from the Area Vocational Administrators and Supervisors Association meetings were:

Area 5 meeting, Huntsville

Brenham
Centerville
Huntsville
New Caney

Area 2 meeting, Fort Worth

Birdville
Duncanville
Garland
Grapevine-Colleyville
Hurst-Euless-Bedford
Irving
Mineral Wells
Wilmer-Hutchins

Area 6 meeting, Port Arthur

Beaumont
Houston
Port Arthur

Area 8 meeting, Harlingen

Edcouch-Elsa
Mission
Rio Grande City
South Texas

Area 4 meeting, Belton

Austin
Belton
Connally
Copperas Cove
Waco

Conduct Survey:

Survey packets were mailed to the vocational administrator of each school district in the sample. A letter from the Texas Education Agency addressed to the local vocational administrator confirming the Agency's knowledge of the study accompanied each survey packet.

Survey packets contained directions for survey completion and distribution, a vocational administrator survey, a vocational

counselor survey, a special education teacher survey, and one VEH teacher survey for each program selected in the sample. Three VEH students surveys, three parent surveys, and three employer surveys for each program selected in the sample were sent to the school in the survey packet.

For example, in School District X these programs were selected in the stratified random sample:

Auto Mechanics

Home and Community Services

General Construction Trades

School District X would receive one vocational administrator survey, one vocational counselor survey, one special education teacher survey, three VEH teacher surveys, nine student surveys, nine parental surveys, and nine employer surveys.

The school personnel were supplied with an envelope in which to seal their surveys before returning to the vocational administrator. When all school personnel completed and returned their surveys, the vocational administrator returned these completed surveys in the self-addressed envelope provided in the packet. The student, parent, and employer surveys included prepaid envelopes addressed to return directly to North Texas State University.

A three phase follow-up procedure was implemented. First, a follow-up letter was sent; second, a follow-up postcard; and third, a phone call was made to non-respondents.

The Project Advisory Committee members served as external evaluators for the project. On June 17, 1985 PAC members reviewed

the project procedures and findings, discussed recommendations, and completed a project evaluation survey. These survey results indicated that the committee felt the research design and procedures followed resulted in the achievement of the project objectives within the timelines described in the project proposal.

Analysis of Data:

The school personnel surveys requested respondents to rate items on two scales. First, items were rated from 1 - 5 on a scale titled, "What is happening now" and then the same items were rated on a scale titled, "What should be happening". For each of the four sets of school personnel surveys (Administrators, counselors, VEH teachers, and special education teachers) means of responses on every item were calculated for both scales. A "need index" for program improvement was identified by subtracting the mean for the "What is happening now" scale. This need index, then, portrays the discrepancy between what school personnel perceive to be the optimum situation and what they see as current practice in their particular situation. Computation of the need index can be illustrated as follows:

"What should be" mean	- (minus)	"What is happening mean	=	Need Index

Example:

Item #4 from VEH Teacher Survey:

"Teacher received adequate training in interpreting reports from other professionals such as psychological evaluations, vocational assessments, and academic assessments." The mean of responses for this item on the scale "What is happening now" was 3.052 and the mean of responses for this item on the scale "What should happen" was 4.537.

Calculation of need index:

4.537	-	3.052	=	1.485
(Should)		(now)		(need index)

The need indexes for each survey were arranged in order from highest to lowest, so that items could be prioritized from those showing the greatest discrepancy between perceived optimum conditions and current practices to those showing smallest numeric discrepancy.

Table 1 prioritizes the Administrator Survey statements from greatest need, as evidenced by the largest calculated need index, to the statement with the smallest calculated need index. Table 2 will follow, prioritizing statements from the VEH Teacher Survey, and Table 3 will contain prioritized lists of the Special Education Teacher Survey, and Table 4 will list prioritized statements from the Guidance Counselor Survey.

TABLE 1

ADMINISTRATION SURVEY

Type of administrator:

Superintendent: 4.6%
Building Principal: 10.8%
No Response: 10.8%
Vocational Director: 61.5%
Vocational Supervisor: 12.3%

		What is happening Mean (1 - 5)	What should happen Mean (1 -5)	Need Index
12.	VEH instructors spend time each year in community businesses to update training in their teaching area.	3.015	4.148	1.133
21.	The job placement coordinator is responsible for job placement upon completion of the VEH program.	2.178	3.233	1.055
14.	VEH instructors receive adequate pre-service training in working with handicapped students.	3.629	4.627	.998
30.	The community job availability survey is updated every two years.	2.864	3.860	.996
10.	District policies and procedures exist which require regularly scheduled joint meetings between vocational education and special education personnel to discuss program coordination and student progress.	3.462	4.410	.948

ADMINISTRATION SURVEY (cont)

		What is happening Mean (1 - 5)	What should happen Mean (1 -5)	Need Index
31.	The community job availability survey is updated at least every five years.	3.404	4.268	.864
28.	An assessment of interests and aptitudes to determine handicapped students' needs was completed before VEH program offerings were selected.	3.905	4.763	.858
9.	VEH curriculum revisions are made using input from community business persons.	3.609	4.400	.791
18.	VEH students are being realistically trained for employment.	3.800	4.525	.725
5.	The special education and vocational education facilities are conducive to a coordinated teaching effort.	4.032	4.729	.697
4.	The floor plan, lighting, furniture and building accessibility are compatible to the needs of the handicapped student.	4.109	4.783	.674
11.	Informal meetings are held with parents to make them aware of program activities and student progress.	3.844	4.517	.673
6.	The district has written job descriptions delineating duties and responsibilities of VEH personnel.	4.031	4.700	.669

ADMINISTRATION SURVEY (cont)

		What is happening Mean (1 - 5)	What should happen Mean (1 -5)	Need Index
29.	A community job availability survey specific to VEH programming is completed by the school before any VEH program is implemented.	3.770	4.431	.661
25.	The VEH advisory committee is used to supply communication between school and community job opportunities.	3.800	4.452	.652
27.	The cooperative efforts between vocational and special education departments are sufficient to allow a well coordinated instructional program.	4.105	4.656	.641
19.	VEH students are allowed to be placed in work experience situations prior to VEH program completion.	3.063	3.690	.627
13.	District inservice training includes sessions in classroom instruction and management of students with special needs.	3.781	4.387	.606
7.	The vocational counselors have specified duties in regard to serving the VEH students.	3.869	4.448	.579
20.	The VAC is responsible for job placement upon completion of the VEH program.	3.590	4.136	.546

ADMINISTRATION SURVEY (cont)

		What is happening Mean (1 - 5)	What should happen Mean (1 -5)	Need Index
23.	Follow-up information on program completers is compiled and used in program evaluation in the district.	3.873	4.400	.527
1.	The VEH program's purpose is to prepare special education students for community employment.	3.892	4.400	.508
22.	The vocational counselor is responsible for job placement upon completion of the VEH program.	1.867	2.327	.460
8.	A curriculum is available for each VEH program area offered in the district.	4.354	4.721	.367
17.	VEH teachers are given release time to attend ARD committee meetings.	4.231	4.567	.336
26.	The district has written program objectives for VEH.	4.270	4.600	.330
15.	VEH programs are visited by local supervisors on a regular basis.	4.323	4.607	.284
16.	Vocational administrators or their representatives attend ARD committee meetings concerned with VEH placement.	4.554	4.800	.246

ADMINISTRATION SURVEY (cont.)

	What is happening Mean (1 - 5)	What should happen Mean (1 -5)	Need Index
2. The VEH program's purpose is to prepare special education students to enter regular vocational programs.	3.032	3.250	.218
3. The VEH program's purpose is to teach handicapped students functional living skills.	4.210	4.317	.107
24. All special education graduates who have completed VEH are reported on the VEDS form.	4.533	4.667	.134

TABLE 2

Vocational Teacher Survey

	What is happening Mean (1 - 5)	What should happen Mean (1 - 5)	Need Index
4. Teacher received adequate training in interpreting reports from other professionals such as psychological evaluations, vocational assessments, and academic assessments.	3.052	4.537	1.485
25. Teacher meets with special education personnel on a regular basis to coordinate instruction.	2.969	4.305	1.336
23. Teacher assists in developing suitable job placements for handicapped students.	2.505	3.830	1.325
5. Teacher received adequate training to translate statements describing physical, sensory, and cognitive abilities into instructional strengths and abilities.	3.188	4.500	1.312
16. Job follow-up information is used in developing and revising curriculum and course objectives.	2.924	4.198	1.274
38. Teacher preparation provided adequate training in adapting curriculum for varied handicapping conditions.	3.358	4.628	1.27

Vocational Teacher Survey (cont)

		What is happening Mean (1 - 5)	What should happen Mean (1 - 5)	Need Index
35.	The VEH advisory committee helps to identify and provide orientation for potential employers of handicapped students.	2.989	4.209	1.22
20.	Certification programs prepare VEH teachers to work with handicapped students.	3.552	4.745	1.193
41.	VEH program offerings are based on community job availability surveys.	3.109	4.267	1.158
49.	Joint, continuous evaluations of individual student progress are held between VEH and special education personnel.	3.402	4.505	1.103
42.	The VEH advisory committee is used to help plan and update curriculum and equipment.	3.398	4.446	1.048
50.	Parent conferences are held regularly.	3.315	4.177	1.042
39.	Teacher preparation provided adequate training in teaching strategies based on individual learning styles and abilities.	3.677	4.695	1.018
51.	Parent conferences include coordinated information regarding the student's academic and vocational progress.	3.500	4.511	1.011

Vocational Teacher Survey (cont)

		What is happening Mean (1 - 5)	What should happen Mean (1 - 5)	Need Index
2.	Students receive occupational interest and aptitude tests before program placement.	3.625	4.628	1.003
26.	VEH students receive adequate vocational readiness skills in special education classes.	3.547	4.537	.99
52.	Vocational counselors are involved in job placement of VEH program completers.	2.854	3.841	.987
14.	All students placed in the VEH program have potential for employment in the field of training.	3.396	4.379	.983
9.	The receiving VEH instructor attends the ARD committee meeting discussing student placement.	3.896	4.840	.944
13.	Students are placed appropriately in the VEH program based on student strengths and needs in relation to program objectives.	3.804	4.747	.943
11.	Teacher is given release time so that they can attend ARD meetings.	3.876	4.813	.937

Vocational Teacher Survey (cont)

		What is happening Mean (1 - 5)	What should happen Mean (1 - 5)	Need Index
3.	The vocational assessment recommendations were compatible with the entry requirements of the VEH program to which students are referred.	3.670	4.600	.930
30.	Adequate progress reports are kept on students at work experience sites.	3.587	4.436	.849
43.	VEH completers possess entry-level skills required in their specific vocational training area	3.663	4.489	.826
19.	District inservice training includes sessions which are instructive in serving students with special needs.	3.825	4.635	.81
37.	Teacher is knowledgeable in modifying equipment for handicapped students.	3.856	4.663	.807
18.	Vocational counselors are involved in student placement and program support.	3.854	4.649	.795
24.	Teacher has adequate planning time for course preparation.	4.074	4.830	.756
17.	Buildings are architecturally accessible.	3.978	4.728	.75

Vocational Teacher Survey (cont)

		What is happening Mean (1 - 5)	What should happen Mean (1 - 5)	Need Index
1.	All students receive an assessment of sensory, physical, emotional, social, and cognitive skills before program placement.	4.052	4.777	.725
6.	Teacher developed an informal assessment system which would asses in predicting student success in their specific vocational training area.	3.688	4.375	.687
33.	Administrators and instructional personnel are in agreement as to the purpose and direction of the VEH program.	4.125	4.811	.686
10.	Teacher is encouraged to ask questions and become involved in ARD deliberation.	4.144	4.821	.677
15.	The VEH teacher is responsible for follow-up of students on permanent job placement.	2.742	3.398	.674
29.	A student can be placed in a work-experience program prior to completion of VEH training.	3.429	4.089	.66
12.	Each student's VEH goals and objectives are discussed and recorded during the ARD committee meeting.	4.168	4.809	.641

Vocational Teacher Survey (cont)

		What is happening Mean (1 - 5)	What should happen Mean (1 - 5)	Need Index
22.	Building administrators are committed to and actively interested in the VEH program.	4.124	4.750	.626
7.	Teacher understands the methods and procedures used to identify students for the VEH program.	4.041	4.663	.622
31.	The present direction of the VEH program is realistically oriented toward preparation for employment.	4.179	4.753	.574
36.	Teacher is knowledgable in modifying job tasks for handicapped students.	4.165	4.737	.572
45.	The equipment used for train-in is comparable to that currently in use in the industry for which students are likely to work.	4.258	4.789	.531
28.	The job placement coordinator is responsible for job placement of the special education student who completes a VEH program.	3.139	3.650	.511
40.	The VEH curriculum is developed in units which revolve around job-specific concepts and the needs/abilities of the handicapped student.	4.074	4.576	.502

Vocational Teacher Survey (cont)

		What is happening Mean (1 - 5)	What should happen Mean (1 - 5)	Need Index
54.	Further vocational training options are accessible to VEH program completers who remain in school.	4.043	4.527	.484
53.	Further vocational training options are available for VEH program completers who remain in school.	4.076	4.549	.473
47.	Teacher has had recent work experience in field of specialty.	3.917	4.372	.455
34.	Program instructional supervision is adequate.	4.323	4.737	.414
48.	VEH student progress is assessed and reported in measurable terms.	4.206	4.596	.39
46.	All equipment and tools are in workable, safe condition.	4.536	4.926	.39
21.	Vocational administrators are supportive of the VEH program.	4.588	4.926	.338
8.	All VEH students are placed through the ARD committee.	4.646	4.947	.301
44.	The VEH training is focused on teaching the skills required for work performance in the specific vocational training area.	4.371	4.660	.289

Vocational Teacher Survey (cont)

		What is happening Mean (1 - 5)	What should happen Mean (1 - 5)	Need Index
32.	Guidance assistance is available when needed for individual behavioral adjustments.	4.165	4.389	.224
27.	The VAC is responsible for job placement of the special education student who completes a VEH program.	4.099	4.315	.216
55.	All special education graduates who have completed VEH are reported on the VEDS form.	4.539	4.744	.205

TABLE 3

SPECIAL EDUCATION TEACHER SURVEY

	What is happening Mean (1 - 5)	What should happen Mean (1 - 5)	Need Index
4. Special educators and VEH instructors meet together regularly to discuss program coordination and student progress.	3.362	4.552	1.190
8. Special education academic subjects are specifically planned to coordinate with student's vocational training.	3.450	4.500	1.050
2. VEH program completers are being placed in community employment.	3.436	4.383	.947
5. Special education personnel work with VEH personnel in establishing instructional and behavior management techniques for special needs students.	3.603	4.492	.889
6. Teacher certification program provided adequate training in serving the secondary level special needs student.	3.793	4.672	.879
7. Parent conferences are held jointly by special and vocational educators to discuss program activities and student progess.	3.750	4.600	.850

SPECIAL EDUCATION TEACHER SURVEY (cont)

	What is happening Mean (1 - 5)	What should happen Mean (1 - 5)	Need Index
9. An effective special education pre-vocational program for students is in place in this district.	3.780	4.617	.837
1. Students enrolled in VEH programs are being realistically trained for employment situations.	3.915	4.633	.718
10. Responsible follow-up is conducted on students placed in community jobs.	3.964	4.632	.668
12. VEH goals and objectives are discussed and written at the ARD meeting.	4.232	4.793	.561
3. Students receive a vocational assessment before placement in a VEH program.	4.193	4.667	.474
11. Special education instructors who are familiar with a specific student are present at the ARD committee meeting discussing VEH placement.	4.517	4.867	.350
13. All special education graduates who have completed VEH are reported on the Vocational Education Data System form.	4.500	4.816	.316

TABLE 4

GUIDANCE PERSONNEL SURVEY

Present assignment of Guidance personnel:

Academic counselor:	21.4%
Special Ed. counselor:	1.8%
Vocational counselor:	76.8%

	What is happening Mean (1 - 5)	What should happen Mean (1 - 5)	Need Index
12. The person responsible for special education vocational assessments meets with the vocational counselor to discuss assessment results before the ARD committee.	3.450	4.450	1.000
6. Guidance personnel advise and counsel handicapped persons relative to personal and professional goals.	3.500	4.210	.710
8. Guidance personnel assist each handicapped student to develop and maintain a positive self concept.	3.719	4.419	.700
11. Guidance personnel assist handicapped students in viewing their assets and limitations realistically.	3.641	4.323	.682
13. Guidance personnel are involved in job placement of VEH program completers.	2.371	3.048	.677

GUIDANCE COUNSELOR SURVEY RESULTS (cont)

	What is happening Mean (1 - 5)	What should happen Mean (1 - 5)	Need Index
3. Guidance personnel counsel parents/guardians of handicapped students regarding their child's vocational education/career plans.	3.328	4.000	.672
9. Guidance personnel obtain follow-up information on handicapped students leaving or graduating from school programs.	3.206	3.770	.564
7. Guidance personnel help influence attitudes of school personnel and students toward accepting handicapped students.	3.921	4.475	.554
5. Guidance personnel cooperate with appropriate agencies and groups in identifying career opportunities for handicapped students.	3.625	4.129	.504
4. Guidance personnel assist parents and other teachers in interpreting vocational programs and services for handicapped students.	4.000	4.403	.403
10. Guidance personnel have knowledge of appropriate referral sources for handicapped students.	4.172	4.574	.402

GUIDANCE COUNSELOR SURVEY RESULTS (cont)

	What is happening Mean (1 - 5)	What should happen Mean (1 - 5)	Need Index
1. Guidance personnel have specific responsibilities toward the VEH program and students.	4.016	4.311	.295
2. Guidance personnel attend ARD committee meetings discussing vocational placement of special education students.	4.469	4.710	.241

The survey scales of "What is happening now" and "What should be happening" can be used not only in the need index formula, but also used to indicate percentages of response. The rating scales are based on a numerical range of 1 - 5; one being least performed or lowest in perception of appropriateness and a selection of "5" representing most performed or optimum perceived performance.

The percentage of respondents who selected "4" and "5" on the "What is happening now" scale would indicate the degree to which the performance being rated actually occurs in the local school district. Similarly, the percentage of respondents who selected "4" and "5" on the "What should be happening" scale would reflect the perceptions that school personnel hold about optimum conditions in the school environment.

Example:

Item 4 from VEH Teacher Survey:

"Teacher received adequate training in interpreting reports from other professionals such as psychological evaluations, vocational assessments, and academic assessments."

Analysis of the survey results showed that while 89.7% of respondents marked a "4" or "5" on the "Should be happening" scale, only 38.1% of the respondents marked a "4" or "5" on the "What should be happening now" scale. So even though 89.7% of respondents felt VEH teachers should have this training, only 38.1% felt their training in this area was adequate.

The following Tables 5, 6, 7, and 8 show the percentages of responses to each statement on the Administrator Survey, VEH Teacher Survey, Special Education Teacher Survey, and the Guidance Survey, respectively.

TABLE 5

ADMINISTRATOR SURVEY RESULTS

1. The VEH program's purpose is to prepare special education students for community employment.

Now:	1:	0.0%	Should:	1:	0.0%
	2:	3.1		2:	0.0
	3:	33.8		3:	12.3
	4:	33.8		4:	30.8
	5:	29.2		5:	49.2

2. The VEH program's purpose is to prepare special education students to enter regular vocational programs.

Now:	1:	10.8%	Should:	1:	6.2%
	2:	15.4		2:	12.3
	3:	36.9		3:	36.9
	4:	27.7		4:	26.2
	5:	6.2		5:	10.8

3. The VEH program's purpose is to teach handicapped students functional living skills.

Now:	1:	3.1%	Should:	1:	3.1%
	2:	3.1		2:	4.6
	3:	12.3		3:	7.7
	4:	29.2		4:	21.5
	5:	47.7		5:	55.4

4. The floor plan, lighting, furniture and building accessibility are compatible to the needs of the handicapped student.

Now:	1:	1.5%	Should:	1:	0.0%
	2:	7.7		2:	0.0
	3:	15.4		3:	0.0
	4:	27.7		4:	20.0
	5:	46.2		5:	72.3

ADMINISTRATOR SURVEY RESULTS (cont)

5. The special education and vocational education facilities are condusive to a coordinated teaching effort.

Now:		Should:	
1:	0.0%	1:	0.0%
2:	4.6	2:	0.0
3:	23.1	3:	3.1
4:	33.8	4:	18.5
5:	35.4	5:	69.2

6. The district has written job descriptions delineating duties and responsibilities of VEH personnel.

Now:		Should:	
1:	4.6%	1:	0.0%
2:	9.2	2:	1.5
3:	9.2	3:	1.5
4:	30.8	4:	20.0
5:	44.6	5:	69.2

7. The vocational counselors have specified duties inn regard to serving the VEH students.

Now:		Should:	
1:	7.7%	1:	1.5%
2:	3.1	2:	0.0
3:	16.9	3:	3.1
4:	32.3	4:	36.9
5:	33.8	5:	47.7

8. A curriculum is available for each VEH program area offered in the district.

Now:		Should:	
1:	1.5%	1:	0.0%
2:	0.0	2:	1.5
3:	18.5	3:	3.1
4:	21.5	4:	15.4
5:	58.5	5:	73.8

ADMINISTRATOR SURVEY RESULTS (cont)

9. VEH curriculum revisions are made using input from community business persons.

Now:		Should:	
1:	1.5%	1:	0.0%
2:	9.2	2:	1.5
3:	38.5	3:	12.3
4:	26.2	4:	26.2
5:	23.1	5:	52.3

10. District policies and procedures exist which require regularly scheduled joint meetings between vocational education and special education personnel to discuss program coordination and student progress.

Now:		Should:	
1:	6.2%	1:	1.5%
2:	16.9	2:	1.5
3:	20.0	3:	4.6
4:	38.5	4:	35.4
5:	18.5	5:	50.8

11. Informal meetings are held with parents to make them aware of program activities and student progress.

Now:		Should:	
1:	1.5%	1:	0.0%
2:	9.2	2:	0.0
3:	21.5	3:	4.6
4:	36.9	4:	35.4
5:	29.2	5:	52.3

12. VEH instructors spend time each year in community businesses to update training in their teaching area.

Now:		Should:	
1:	10.8%	1:	1.5%
2:	26.2	2:	1.5
3:	27.7	3:	16.9
4:	21.5	4:	35.4
5:	13.8	5:	38.5

13. District inservice training includes sessions in classroom instruction and management of students with special needs.

Now:		Should:	
1:	1.5%	1:	0.0%
2:	4.6	2:	0.0
3:	13.8	3:	7.7
4:	12.3	4:	13.8
5:	16.9	5:	26.2

14. VEH instructors receive adequate pre-service training in working with handicapped students.

Now:		Should:	
1:	1.5%	1:	0.0%
2:	16.9	2:	0.0
3:	21.5	3:	6.2
4:	30.8	4:	21.5
5:	24.6	5:	63.1

15. VEH programs are visited by local supervisors on a regular basis.

Now:		Should:	
1:	0.0%	1:	0.0%
2:	0.0	2:	0.0
3:	20.0	3:	4.6
4:	27.7	4:	27.7
5:	52.3	5:	61.5

16. Vocational administrators or their representatives attend ARD committee meetings concerned with VEH placement.

Now:		Should:	
1:	0.0%	1:	0.0%
2:	0.0	2:	0.0
3:	7.7	3:	0.0
4:	29.2	4:	18.5
5:	63.1	5:	73.8

ADMINISTRATOR SURVEY RESULTS (cont)

17. VEH teachers are given release time to attend ARD committee meetings.

Now:	1:	4.6%	Should:	1:	1.5%
	2:	4.6		2:	3.1
	3:	9.2		3:	1.5
	4:	26.2		4:	21.5
	5:	55.4		5:	64.6

18. VEH students are being realistically trained for employment situations.

Now:	1:	0.0%	Should:	1:	0.0%
	2:	6.2		2:	0.0
	3:	32.3		3:	6.2
	4:	36.9		4:	32.3
	5:	24.6		5:	55.4

19. VEH students are allowed to be placed in work experience situations prior to VEH program completion.

Now:	1:	12.3%	Should:	1:	6.2%
	2:	21.5		2:	9.2
	3:	26.2		3:	18.5
	4:	24.6		4:	27.7
	5:	13.8		5:	27.7

20. The VAC is responsible for job placement upon completion of the VEH program.

Now:	1:	12.3%	Should:	1:	1.5%
	2:	9.2		2:	1.5
	3:	13.8		3:	18.5
	4:	27.7		4:	30.8
	5:	30.8		5:	38.5

21. The job placement coordinator is responsible for job placement upon completion of the VEH program.

Now:	1:	36.9%	Should:	1:	15.4%
	2:	9.2		2:	6.2
	3:	7.7		3:	12.3
	4:	4.6		4:	12.3
	5:	10.8		5:	20.0

22. The vocational counselor is responsible for job placement upon completion of the VEH program.

Now:	1:	47.7%	Should:	1:	32.3%
	2:	18.5		2:	12.3
	3:	20.0		3:	23.1
	4:	3.1		4:	13.8
	5:	3.1		5:	3.1

23. Follow-up information on program completers is compiled and used in program evaluation in the district.

Now:	1:	4.6%	Should:	1:	1.5%
	2:	9.2		2:	0.0
	3:	20.0		3:	10.8
	4:	23.1		4:	27.7
	5:	40.0		5:	52.3

24. All special education graduates who have completed VEH are reported on the VEDS form.

Now:	1:	1.5%	Should:	1:	0.0%
	2:	3.1		2:	0.0
	3:	7.7		3:	7.7
	4:	12.3		4:	13.8
	5:	67.7		5:	66.2

25. The VEH advisory committee is used to supply communication between school and community job opportunities.

Now:		Should:	
1:	4.6%	1:	0.0%
2:	3.1	2:	0.0
3:	30.8	3:	15.4
4:	30.8	4:	21.5
5:	30.8	5:	58.5

26. The district has written program objectives for VEH.

Now:		Should:	
1:	1.5%	1:	0.0%
2:	1.5	2:	0.0
3:	13.8	3:	6.2
4:	32.3	4:	24.6
5:	47.7	5:	61.5

27. The cooperative efforts between vocational and special education departments are sufficient to allow for a well coordinated instructional program.

Now:		Should:	
1:	0.0%	1:	0.0%
2:	9.2	2:	0.0
3:	20.0	3:	4.6
4:	30.8	4:	23.1
5:	40.0	5:	66.2

28. An assessment of interests and aptitudes to determine handicapped students' needs was completed before VEH program offerings were selected.

Now:		Should:	
1:	3.1%	1:	0.0%
2:	10.8	2:	0.0
3:	16.9	3:	3.1
4:	27.7	4:	15.4
5:	38.5	5:	72.3

29. A community job availability survey specific to VEH programming is completed by the school before any VEH program is implemented.

Now:	1:	6.2%	Should:	1:	0.0%
	2:	6.2		2:	1.5
	3:	27.7		3:	10.8
	4:	16.9		4:	24.6
	5:	36.9		5:	52.3

30. The community job availability survey is updated every two years.

Now:	1:	16.9%	Should:	1:	4.6%
	2:	20.0		2:	3.1
	3:	24.6		3:	23.1
	4:	16.9		4:	26.2
	5:	12.3		5:	30.8

31. The community job availability survey is updated at least every five years.

Now:	1:	9.2%	Should:	1:	0.0%
	2:	13.8		2:	1.5
	3:	20.0		3:	15.4
	4:	21.5		4:	27.7
	5:	23.1		5:	41.5

TABLE 6

VEH TEACHER SURVEY RESULTS

1. All of my students receive an assessment of sensory, physical, emotional, social and cognitive skills before program placement:

Now:		Should:	
1:	5.2%	1:	0.0%
2:	5.2	2:	0.0
3:	18.6	3:	3.1
4:	20.6	4:	15.5
5:	49.5	5:	78.4

2. Students receive occupational interest and aptitude tests before program placement.

Now:		Should:	
1:	11.3%	1:	0.0
2:	11.3	2:	1.0
3:	17.5	3:	9.3
4:	21.6	4:	14.4
5:	37.1	5:	72.2

3. The vocational assessment recommendations were compatible with the entry requirements of the VEH program to which students are referred.

Now:		Should:	
1:	6.2%	1:	0.0%
2:	8.2	2:	1.0
3:	24.7	3:	7.2
4:	25.8	4:	19.6
5:	28.9	5:	64.9

4. I have received adequate training in interpreting reports from other professionals - such as psychological evaluations, vocational assessments, and academic assessments.

Now:		Should:	
1:	17.5%	1:	1.0%
2:	15.5	2:	1.0
3:	28.9	3:	6.2
4:	20.6	4:	25.8
5:	17.5	5:	63.9

VEH TEACHER SURVEY RESULTS (cont)

5. I received adequate training to translate statements describing physical, sensory, and cognitive abilities into instructional strengths and abilities.

Now:	1:	16.5%	Should:	1:	1.0%
	2:	13.4		2:	0.0
	3:	26.8		3:	8.2
	4:	19.6		4:	28.9
	5:	22.7		5:	60.8

6. I have developed an informal assessment system which would assist in predicting student success in my specific vocational training area.

Now:	1:	10.3%	Should:	1:	2.1%
	2:	5.2		2:	0.0
	3:	15.5		3:	9.3
	4:	42.3		4:	35.1
	5:	25.8		5:	52.6

7. I understand the methods and procedures used to identify students for the VEH program.

Now:	1:	6.2%	Should:	1:	0.0%
	2:	6.2		2:	0.0
	3:	13.4		3:	6.2
	4:	25.8		4:	20.6
	5:	48.5		5:	71.1

8. All of my VEH students are place through the ARD committee.

Now:	1:	1.0%	Should:	1:	0.0%
	2:	3.1		2:	0.0
	3:	9.3		3:	0.0
	4:	3.1		4:	5.2
	5:	82.5		5:	91.8

VEH TEACHER SURVEY RESULTS (cont)

9. The receiving VEH instructor attends the ARD committee meeting discussing student placement.

Now:	1:	11.3%	Should:	1:	1.0%
	2:	5.2		2:	0.0
	3:	14.4		3:	1.0
	4:	19.6		4:	9.3
	5:	48.5		5:	85.6

10. I am encouraged to ask questions and become involved in ARD deliberation.

Now:	1:	9.3%	Should:	1:	1.0%
	2:	4.1		2:	0.0
	3:	10.3		3:	2.1
	4:	15.5		4:	9.3
	5:	60.8		5:	85.6

11. I am given release time so that I can attend ARD meetings.

Now:	1:	13.4%	Should:	1:	1.0%
	2:	7.2		2:	0.0
	3:	12.4		3:	3.1
	4:	12.4		4:	8.2
	5:	54.6		5:	86.6

12. Each student's VEH goals and objectives are discussed and recorded during the ARD committee meeting.

Now:	1:	6.2%	Should:	1:	0.0%
	2:	9.3		2:	1.0
	3:	6.2		3:	1.0
	4:	16.5		4:	13.4
	5:	59.8		5:	81.4

13. Students are placed appropriately in the VEH program based on student strengths and needs in relation to program objectives.

Now:	1:	2.1%	Should:	1:	0.0%
	2:	6.2		2:	1.0
	3:	29.9		3:	2.1
	4:	33.0		4:	17.5
	5:	28.9		5:	77.3

14. All students placed in the VEH program have potential for employment in the field of training.

Now:	1:	2.1%	Should:	1:	0.0%
	2:	12.4		2:	1.0
	3:	45.4		3:	13.4
	4:	22.7		4:	30.9
	5:	16.5		5:	52.6

15. The VEH teacher is responsible for follow-up of students on permanent job placement.

Now:	1:	33.0%	Should:	1:	18.6%
	2:	13.4		2:	10.3
	3:	14.4		3:	13.4
	4:	15.5		4:	21.6
	5:	19.6		5:	32.0

16. Job follow-up information is used in developing and revising curriculum and course objectives.

Now:	1:	21.6%	Should:	1:	0.0%
	2:	13.4		2:	1.0
	3:	21.6		3:	18.6
	4:	26.8		4:	35.1
	5:	11.3		5:	39.2

17. Buildings are architecturally accessible.

Now:		Should:	
1:	6.2%	1:	0.0%
2:	9.3	2:	1.0
3:	12.4	3:	4.1
4:	20.6	4:	14.4
5:	47.4	5:	75.3

18. Vocational counselors are involved in student placement and program support.

Now:		Should:	
1:	12.4%	1:	1.0%
2:	6.2	2:	0.0
3:	14.4	3:	7.2
4:	16.5	4:	15.5
5:	49.5	5:	73.2

19. District inservice training includes sessions which are instructive in serving students with special needs.

Now:		Should:	
1:	7.2%	1:	1.0%
2:	6.2	2:	0.0
3:	21.6	3:	5.2
4:	26.8	4:	21.6
5:	38.1	5:	71.1

20. Certification programs prepare VEH teachers to work with handicapped students.

Now:		Should:	
1:	13.4	1:	0.0%
2:	6.2	2:	1.0
3:	21.6	3:	3.1
4:	27.8	4:	15.5
5:	29.9	5:	77.3

21. Vocational administrators are supportive of the VEH program.

Now:	1:	1.0	Should:	1:	0.0%
	2:	2.1		2:	0.0
	3:	8.2		3:	0.0
	4:	14.4		4:	7.2
	5:	74.2		5:	90.7

22. Building administrators are committed to and actively interested in the VEH program.

Now:	1:	3.1%	Should:	1:	0.0%
	2:	5.2		2:	0.0
	3:	16.5		3:	5.2
	4:	26.8		4:	14.4
	5:	48.5		5:	79.4

23. I assist in developing suitable job placements for handicapped students.

Now:	1:	29.9%	Should:	1:	8.2%
	2:	16.5		2:	3.1
	3:	27.8		3:	17.5
	4:	14.4		4:	28.9
	5:	7.2		5:	33.0

24. I have adequate planning time for course preparation.

Now:	1:	5.2%	Should:	1:	0.0%
	2:	6.2		2:	0.0
	3:	15.5		3:	1.0
	4:	20.6		4:	14.4
	5:	50.5		5:	81.4

25. I meet with special education personnel on a regular basis to coordinate instruction.

Now:	1:	18.6	Should:	1:	1.0%
	2:	29.6		2:	1.0
	3:	24.7		3:	9.3
	4:	20.6		4:	42.3
	5:	16.5		5:	44.3

26. VEH students receive adequate vocational readiness skills in special education classes.

Now:	1:	2.1%	Should:	1:	0.0%
	2:	13.4		2:	1.0
	3:	33.0		3:	6.2
	4:	27.8		4:	29.9
	5:	21.6		5:	60.8

27. The VAC is responsible for job placement of the special education student who completes a VEH program.

Now:	1:	7.2%	Should:	1:	3.1%
	2:	3.1		2:	3.1
	3:	13.4		3:	10.3
	4:	19.6		4:	20.6
	5:	50.5		5:	54.6

28. The job placement coordinator is responsible for job placement of the special education student who completes a VEH program.

Now:	1:	20.6%	Should:	1:	13.4%
	2:	11.3		2:	5.2
	3:	12.4		3:	13.4
	4:	10.3		4:	15.5
	5:	26.8		5:	35.1

29. A student can be placed in a work-experience program prior to completion of VEH training.

Now:		Should:	
1:	11.3%	1:	2.1%
2:	10.3	2:	5.2
3:	24.7	3:	17.5
4:	21.6	4:	25.8
5:	25.8	5:	42.3

30. Adequate progress reports are kept on students at work experience sites.

Now:		Should:	
1:	9.3%	1:	1.0%
2:	6.2	2:	1.0
3:	21.6	3:	9.3
4:	17.5	4:	19.6
5:	27.8	5:	49.4

31. The present direction of the VEH program is realistically oriented toward preparation for employment.

Now:		Should:	
1:	1.0%	1:	0.0%
2:	6.2	2:	0.0
3:	13.4	3:	2.1
4:	30.9	4:	19.6
5:	46.4	5:	74.2

32. Guidance assistance is available when needed for individual behavioral adjustments.

Now:	1:	3.1%	Should:	1:	0.0%
	2:	2.1		2:	0.0
	3:	19.6		3:	4.1
	4:	25.8		4:	51.5
	5:	49.5		5:	42.3

33. Administrators and instructional personnel are in agreement as to the purpose and direction of the VEH program.

Now:	1:	5.2%	Should:	1:	0.0%
	2:	6.2		2:	0.0
	3:	11.3		3:	0.0
	4:	24.7		4:	18.6
	5:	51.5		5:	79.4

34. Program instructional supervision is adequate.

Now:	1:	2.1%	Should:	1:	0.0%
	2:	4.1		2:	1.0
	3:	7.2		3:	1.0
	4:	32.0		4:	20.6
	5:	53.6		5:	75.3

35. The VEH advisory committee helps to identify and provide orientation for potential employers of handicapped students.

Now:	1:	14.4%	Should:	1:	1.0%
	2:	19.6		2:	1.0
	3:	26.8		3:	18.6
	4:	20.6		4:	29.9
	5:	13.4		5:	43.3

36. I am knowledgeable in modifying job tasks for handicapped students.

Now:		Should:	
1:	2.1%	1:	0.0%
2:	2.1	2:	0.0
3:	13.4	3:	1.0
4:	42.3	4:	23.7
5:	40.2	5:	73.2

37. I am knowledgeable in modifying equipment for handicapped students.

Now:		Should:	
1:	4.1%	1:	1.0%
2:	7.2	2:	0.0
3:	20.6	3:	3.1
4:	35.1	4:	22.7
5:	33.0	5:	71.1

38. My teacher preparation provided adequate training in adapting curriculum for varied handicapping conditions.

Now:		Should:	
1:	11.3%	1:	0.0%
2:	14.4	2:	2.1
3:	20.6	3:	2.1
4:	30.9	4:	25.8
5:	20.6	5:	67.0

39. My teacher preparation provided adequate training in teaching strategies based on individual learning styles and abilities.

Now:		Should:	
1:	8.2%	1:	0.0%
2:	9.3	2:	0.0
3:	20.6	3:	4.1
4:	28.9	4:	21.6
5:	32.0	5:	72.2

40. The VEH curriculum is developed in units which revolve around job-specific concepts and the needs/abilities of the handicapped student

Now:	1:	5.2%	Should:	1:	1.0%
	2:	3.1		2:	0.0
	3:	11.3		3:	3.1
	4:	38.1		4:	29.9
	5:	40.2		5:	60.8

41. VEH program offerings are based on community job availability surveys.

Now:	1:	14.4%	Should:	1:	2.1%
	2:	15.5		2:	2.1
	3:	27.8		3:	10.3
	4:	19.6		4:	33.0
	5:	17.5		5:	45.4

42. The VEH advisory committee is used to help plan and update curriculum and equipment.

Now:	1:	12.4%	Should:	1:	0.0%
	2:	10.3		2:	0.0
	3:	23.7		3:	9.3
	4:	25.8		4:	34.0
	5:	23.7		5:	51.5

43. VEH completers possess entry-level skills required in their specific vocational training area.

Now:	1:	2.1%	Should:	1:	0.0%
	2:	6.2		2:	1.0
	3:	33.0		3:	7.2
	4:	34.0		4:	29.9
	5:	19.6		5:	54.6

44. The VEH training is focused on teaching the skills required for work performance in the specific vocational training area.

Now:	1:	1.0%	Should:	1:	1.0%
	2:	0.0		2:	0.0
	3:	12.4		3:	3.1
	4:	34.0		4:	22.7
	5:	52.6		5:	70.1

45. The equipment used for training is comparable to that currently in use in the industry for which students are likely to work.

Now:	1:	2.1%	Should:	1:	0.0%
	2:	4.1		2:	0.0
	3:	13.4		3:	2.1
	4:	26.8		4:	16.5
	5:	53.6		5:	79.4

46. All equipment and tools are in workable, safe condition.

Now:	1:	1.0%	Should:	1:	0.0%
	2	2.1		2:	0.0
	3:	5.2		3:	0.0
	4:	25.8		4:	7.2
	5:	66.0		5:	90.7

47. I have had recent work experience in my field of specialty.

Now:	1:	12.4%	Should:	1:	0.0%
	2:	6.2		2:	2.1
	3:	11.3		3:	17.5
	4:	16.5		4:	19.6
	5:	52.6		5:	57.7

48. VEH student progress is assessed and reported in measurable terms.

Now:		Should:	
1:	0.0%	1:	0.0%
2:	3.1	2:	0.0
3:	15.5	3:	6.2
4:	39.2	4:	26.8
5:	42.3	5:	63.9

49. Joint, continuous evaluations of individual student progress are held between VEH and special education personnel.

Now:		Should:	
1:	11.3%	1:	0.0%
2:	13.4	2:	1.0
3:	25.8	3:	8.2
4:	22.7	4:	28.9
5:	26.8	5:	59.8

50. Parent conferences are held regularly.

Now:		Should:	
1:	9.3%	1:	0.0%
2:	19.6	2:	2.1
3:	34.0	3:	19.6
4:	20.6	4:	36.1
5:	15.5	5:	41.2

51. Parent conferences include coordinated information regarding the student's academic and vocational progress.

Now:		Should:	
1:	12.4%	1:	0.0%
2:	12.4	2:	0.0
3:	17.5	3:	8.2
4:	23.7	4:	30.9
5:	30.9	5:	57.7

52. Vocational counselors are involved in job placement of VEH program completers.

Now:		Should:	
1:	24.7%	1:	6.2%
2:	12.4	2:	5.2
3:	20.6	3:	20.6
4:	19.6	4:	23.7
5:	14.4	5:	35.1

53. Further vocational training options are <u>available</u> for VEH program completers who remain in school.

Now:		Should:	
1:	7.2%	1:	0.05
2:	3.1	2:	0.0
3:	13.4	3:	8.2
4:	22.7	4:	24.8
5:	48.5	5:	59.8

54. Further vocational training options are <u>accessible</u> to VEH program completers who remain in school.

Now:		Should:	
1:	5.2%	1:	0.0%
2:	3.1	2:	0.0
3:	18.6	3:	10.3
4:	23.7	4:	23.7
5:	44.3	5:	59.8

55. All special education graduates who have completed VEH are reported on the VEDS form.

Now:		Should:	
1:	4.1%	1:	1.0%
2:	0.0	2:	1.0
3:	4.1	3:	2.1
4:	11.3	4:	9.3
5:	58.8	5:	67.0

TABLE 7

SPECIAL EDUCATION TEACHER RESULTS

1. Students enrolled in VEH programs are being realistically trained for employment situations.

Now:			Should:		
	1:	0.0%		1:	0.0%
	2:	6.7		2:	1.7
	3:	21.7		3:	1.7
	4:	43.3		4:	28.3
	5:	26.7		5:	68.3

2. VEH program completers are being placed in community employment.

Now:			Should:		
	1:	5.0%		1:	0.0%
	2:	8.3		2:	0.0
	3:	31.7		3:	15.0
	4:	35.0		4:	31.7
	5:	11.7		5:	53.3

3. Students receive a vocational assessment before placement in a VEH program.

Now:			Should:		
	1:	0.0%		1:	0.0%
	2:	10.0		2:	1.7
	3:	11.7		3:	6.7
	4:	23.3		4:	13.3
	5:	50.0		5:	73.3

4. Special educators and VEH instructors meet together regularly to discuss program coordination and student progress.

Now:			Should:		
	1:	6.7%		1:	0.0%
	2:	13.3		2:	0.0
	3:	30.0		3:	5.0
	4:	31.7		4:	33.3
	5:	15.0		5:	58.3

SPECIAL EDUCATION TEACHER RESULTS (cont)

5. Special education personnel work with VEH personnel in establishing instructional and behavior management techniques for special needs students.

Now:	1:	8.3%	Should:	1:	0.0%
	2:	5.0		2:	0.0
	3:	23.3		3:	11.7
	4:	40.0		4:	26.7
	5:	20.0		5:	60.0

6. My teacher certification program provided adequate training in serving the secondary level special needs student.

Now:	1:	1.7%	Should:	1:	0.0%
	2:	11.7		2:	0.0
	3:	18.3		3:	3.3
	4:	38.3		4:	25.0
	5:	26.7		5:	68.3

7. Parent conferences are held jointly by special and vocational educators to discuss program activities and student progress.

Now:	1:	6.7%	Should:	1:	0.0%
	2:	13.3		2:	0.0
	3:	18.3		3:	8.3
	4:	21.7		4:	23.3
	5:	40.0		5:	68.3

8. Special education academic subjects are specifically planned to coordinate with student's vocational training.

Now:	1:	5.0%	Should:	1:	0.0%
	2:	15.0		2:	0.0
	3:	30.0		3:	6.7
	4:	30.0		4:	36.7
	5:	20.0		5:	56.7

SPECIAL EDUCATION TEACHER RESULTS (cont)

9. An effective special education pre-vocational program for students is in place in this district.

Now:		Should:	
1:	5.0%	1:	0.0%
2:	8.3	2:	1.7
3:	18.3	3:	3.3
4:	38.3	4:	26.7
5:	28.3	5:	68.3

10. Responsible follow-up is conducted on students placed in community jobs.

Now:		Should:	
1:	6.7%	1:	0.0%
2:	5.0	2:	0.0
3:	11.7	3:	5.0
4:	31.7	4:	25.0
5:	38.3	5:	65.0

11. Special education instructors who are familiar with a specific student are present at the ARD committee meeting discussing VEH placement.

Now:		Should:	
1:	3.3%	1:	0.0%
2:	0.0	2:	0.0
3:	8.3	3:	0.0
4:	16.7	4:	13.3
5:	68.3	5:	86.7

12. VEH goals and objectives are discussed and written at the ARD meeting.

Now:		Should:	
1:	5.0%	1:	0.0%
2:	1.7	2:	0.0
3:	10.0	3:	3.3
4:	26.7	4:	13.3
5:	50.0	5:	80.0

SPECIAL EDUCATION TEACHER RESULTS (cont)

13. All special education graduates who have completed VEH are reported on the Vocational Education Data System form.

Now:	1:	1.7%	Should:	1:	0.0%
	2:	0.0		2:	0.0
	3:	5.0		3:	1.7
	4:	11.7		4:	8.3
	5:	38.3		5:	53.3

TABLE 8

GUIDANCE COUNSELOR SURVEY RESULTS

1. Guidance personnel have specific responsibilities discussing vocational placement of special education students.

Now:		Should:	
1:	4.7%	1:	1.6%
2:	4.7	2:	0.0
3:	17.2	3:	10.9
4:	29.7	4:	37.5
5:	42.2	5:	45.3

2. Guidance personnel attend ARD committee meetings discussing vocational placement of special education students.

Now:		Should:	
1:	1.6%	1:	0.0%
2:	3.1	2:	0.0
3:	10.9	3:	4.7
4:	15.6	4:	18.8
5:	68.8	5:	73.4

3. Guidance personnel counsel parents/guardians of handicapped students regarding their child's vocational education/career plans.

Now:		Should:	
1:	14.1%	1:	3.1%
2:	9.4	2:	4.7
3:	23.4	3:	12.5
4:	35.9	4:	45.3
5:	17.2	5:	31.3

4. Guidance personnel assist parents and other teachers in interpreting vocational programs and services for handicapped students.

Now:		Should:	
1:	1.6%	1:	0.0%
2:	10.9	2:	1.6
3:	12.5	3:	10.9
4:	35.9	4:	31.3
5:	39.1	5:	53.1

GUIDANCE COUNSELOR SURVEY RESULTS (cont)

5. Guidance personnel cooperate with appropriate agencies and groups in identifying career opportunities for handicapped students.

Now:			Should:		
	1:	4.7%		1:	0.0%
	2:	7.8		2:	3.1
	3:	29.7		3:	20.3
	4:	35.9		4:	34.4
	5:	21.9		5:	39.1

6. Guidance personnel advise and counsel handicapped persons relative to personal and professional goals.

Now:			Should:		
	1:	6.3%		1:	0.0%
	2:	14.1		2:	3.1
	3:	25.0		3:	15.6
	4:	32.8		4:	35.9
	5:	21.9		5:	42.2

7. Guidance personnel help influence attitudes of school personnel and students toward accepting handicapped students.

Now:			Should:		
	1:	1.6%		1:	1.6%
	2:	6.3		2:	0.0
	3:	23.4		3:	12.5
	4:	34.4		4:	18.8
	5:	32.8		5:	62.5

8. Guidance personnel assist each handicapped student to develop and maintain a positive self concept.

Now:			Should:		
	1:	3.1%		1:	1.6%
	2:	10.9		2:	0.0
	3:	23.4		3:	9.4
	4:	35.9		4:	31.3
	5:	26.6		5:	54.7

GUIDANCE COUNSELOR SURVEY RESULTS (cont)

9. Guidance personnel obtain follow-up information on handicapped students leaving or graduating from school programs.

Now:			Should:		
	1:	18.8%		1:	10.9%
	2:	15.6		2:	4.7
	3:	15.6		3:	18.8
	4:	23.4		4:	21.9
	5:	25.0		5:	39.1

10. Guidance personnel have knowledge of appropriate referral sources for handicapped students.

Now:			Should:		
	1:	0.0%		1:	0.0%
	2:	4.7		2:	0.0
	3:	14.1		3:	7.8
	4:	40.6		4:	25.0
	5:	40.6		5:	62.5

11. Guidance personnel assist handicapped students in viewing their assets and limitations realistically.

Now:			Should:		
	1:	4.7%		1:	1.6%
	2:	9.4		2:	3.1
	3:	29.7		3:	14.1
	4:	29.7		4:	21.9
	5:	26.6		5:	56.3

12. The person responsible for special education vocational assessments meets with the vocational counselor to discuss assessment results before the ARD committee meeting.

Now:			Should:		
	1:	15.6%		1:	0.0%
	2:	7.8		2:	0.0
	3:	18.8		3:	12.5
	4:	21.9		4:	26.6
	5:	29.7		5:	54.7

GUIDANCE COUNSELOR RESULTS (cont)

13. Guidance personnel are involved in job placement of VEH program completers.

Now:	1:	34.4%	Should:	1:	23.4%
	2:	18.8		2:	9.4
	3:	23.4		3:	20.3
	4:	14.1		4:	26.6
	5:	6.3		5:	17.2

Responses to the Parent, Student, and Employer Surveys were recorded by percentage of response to each question. These survey responses are reported in Tables 9, 10, and 11.

d. Results of Project

Data obtained through the research conducted for this project resulted in meeting the project objectives and specifications as follows:

Objective 1: To evaluate the effectiveness of training for entry-level knowledge and skills provided to handicapped students enrolled in Vocational Education for the Handicapped (VEH) programs.

Related Specifications:

A. Survey the opinions of district administrators, vocational and special education personnel, and employers as to the effectiveness of vocational training received by VEH students.

B. Review to ascertain if handicapped students are being prepared or occupations are available in the community.

C. Review to determine whether VEH programs are training students for skills needed for entry-level occupations in the local community.

According to survey response, 61.5% of administrators (Item #18) felt that VEH students were being realistically trained for employment, while 70.0% of special educators (Item #1) felt this was happening now. On survey Item #31, 77.3% of VEH teachers perceived the present direction of VEH to be oriented toward preparation for employment. While 86.6% of VEH teachers responded that VEH training is focused on teaching the skills required for work performance

TABLE 9

PARENT SURVEY

1. Enrollment by program:

Farm and Ranch Mechanics:		3.1%
Horticulture:		6.3
Home and Community Services:		11.7
Office Duplicating:		4.7
General Mechanical Repair:		2.3
Cooperative Education:		2.3
General Mechanics:		3.1
Food Service:		17.2
Metal Trades:		0.0
Building Maintenance:		12.5
Clothing Services:		1.6
Office Clerical:		.8
Furniture Repair and Upholstery:		.8
Nursing Assistant:		2.3
Laundry Services:		0.0
Electronics Assembly:		0.0
Welding:		0.0
Printing:		0.0
Electrician's Helper:		.8
Auto Mechanics:		0.0
Home Furnishings:		.8
Other:		14.1
General Construction:	3.9 %	
Wood Working:	1.56	
Building Trades:	2.35	
Oil Field:	.78	
FFA:	.78	
Sewing and Cooking:	.78	
Housepainting:	1.56	
Other:	2.35	

2. Number of years child enrolled in the program:

1:	30.5%	3:	22.7%
2:	30.5	4:	10.2

3. Child placed in the VEH program through an ARD committee meeting at school:

Yes: 90.6% No: 5.5%

4. Parent was invited to be a part of the decision making process (ARD) to decide in which training program child would be placed:

Yes: 86.7% No: 10.9%

Parents attended: Yes: 81.5% No: 18.5%

Goals for training were discussed and written at the meeting:

Yes: 87.9% No: 12.1%

5. Parents have had some contact with the vocational teacher to discuss child's progress:

Yes: 73.4% No: 25.8%

Contact by phone: 35.2%
Contact in person: 84.6%

Number of contact made during the school year:

1 - 3 times:	72.0%
4 - 6 times:	14.0
more than 6 times:	14.0

6. Parents had contact with special education teacher to discuss child's progress:

Yes: 66.4% No: 32.0%

Contact by phone: 43.6%
Contact by person: 78.5%

Number of contacts made during the school year:

1 - 3 times:	74.1%
4 - 6 times:	16.0
more than 6 times:	9.9

7. Parent met with vocational teacher and special education teacher together to discuss child's progress in total program:

Yes: 49.2% No: 47.7%

Number of contacts during the school years:

1 - 3 times:	92.1%
4 - 6 times:	4.8
more than 6 times:	3.2

8. Child received vocational assessment before placement in VEH program:

Yes: 52.3% No: 11.7% Don't Know: 28.9%

Vocational assessment was explained to parent:

Yes: 89.6% No: 10.4%

Child was placed in a program which would meet his/her interest and abilities as reported in the vocational testing:

Yes: 93.5% No: 6.5%

9. Parents rating of training received by their son/daughter in vocational program:

	Good	Fair	Poor
Mathematical Skills:	34.4%	36.7%	6.3%
Occupational Skills:	48.4	30.5	2.3
Organizational Skills:	38.3	33.6	5.5
Communication Skills:	40.6	31.3	5.5
Problem Solving Skills:	39.1	30.5	9.4
Work Quality:	58.6	21.1	2.3
Work Quantity:	51.6	23.4	4.7
Manual Dexterity Skills:	39.8	34.4	3.9
Meeting the Public:	38.3	30.5	9.4
Following Instructions:	55.5	23.4	2.3
Operation of Equipment:	59.4	21.1	2.3
Safety Skills:	63.3	16.4	2.3

10. Extent to which child's training has added to his/her ability to find and keep a job:

Very Much:	35.9%	Very Little:	10.2
Somewhat:	20.3	None:	10.2

11. Parents rating of training received by their son/daughter in vocational program:

	Good	Fair	Poor
Accepting Responsibility:	58.6	28.1	2.3
Punctuality:	57.0	23.4	2.3
Personal Initiative:	51.6	30.5	4.7
Willingness to Learn:	66.4	22.7	.8
Co-worker Cooperation:	58.6	24.2	3.1
Management Cooperation:	47.7	25.0	7.0
Work Attendance:	65.6	18.8	.8
Work Attitude:	65.6	23.3	1.6
Personal Appearance:	69.5	18.0	.8
Following Work Rules:	61.7	23.4	2.3

12. Parents' rating of student's preparation in relation to students with no vocational training:

No basis for opinion:	14.1%
About the same:	60.9
Vocational student is better prepared:	7.8
Vocational student is less prepared:	3.9

13. Child is employed:

Yes: 18.8% No: 25.0%

If employed, how student got his/her first job:

School Personnel:	
Vocational Teacher:	19.2%
VAC:	34.6
Job Placement Coordinator:	3.8
Other School Personnel:	19.2
Employment Agency:	0.0
Mutual Acquaintance:	11.5
Applicant applied on own initiative:	11.5
Other:	

14. If not employed, is seeking employment:

Yes: 9.4% No: 20.3%

If seeking employment, number of job interviews:

1 - 5 interviews:	80.0%
More than 5 interviews:	20.0

Reason why unsuccessful in obtaining employment:

Poor training:	0.0%
Jobs in training field not available:	28.6
Other:	71.4

"Nobody in Hereford will hire handicapped people"
"He is in college and he will not get on a job until May"
"Can't count money"
"She is only 17 years, and too short. People believe she is 13 years"

15. Parents' overall rating of child's training:

Good: 25.8% Fair: 10.9% Poor: 3.9%

TABLE 10

STUDENT SURVEY

1. How student learned about vocational education programs in his/her school:

Teacher:	51.0%	Administrator:	.7%	Family:	4.9%
Friends:	6.3%	Guidance Counselor:	31.5%	No response:	5.6%

2. Students' rating of interest shown by vocational teachers in progress of student:

Very interested:	82.5%	Slightly interested:	3.5%
Somewhat interested:	8.4%	Not interested:	3.5%
		No response:	2.1%

3. How well student learned from vocational teachers:

Great:	60.1%	Fair:	7.7%
Good:	30.8%	Poor:	.7%
		No response:	.7%

4. Reasons why students left school without graduating:

Attendance problems:	2.1%
Personal/family illness or injury:	3.5
Grade problems:	4.9
Found job:	3.5
Transportation problems:	0.0
Didn't like school:	2.1
Moved:	.7
Money problems:	.7
Responsibility of caring for children:	2.1
Other:	4.9
GED from College of Mainland	
Employed full-time	
"Because they tell my parents different stories"	
No response:	75.5

5. Present situation of student:

Employed full-time:	16.8%
Employed part-time:	11.2
Part-time work/part-time school:	18.2
Unemployed:	8.4
Military:	0.0
Continuing education full-time:	34.3
Full-time homemaker:	.7
No response:	10.5

6. Student is presently working in a job for which trained:

Yes: 51.9% No: 48.1%

Reasons why student is not working in a job for which trained:

Not well-trained for a job:	2.6%
Wanted to work in another job:	25.6
Found a better paying job:	15.4
Could not find a job:	35.9
Worked awhile in a job was trained for but changed:	5.1
Other:	25.6

"I'm still in school"
"Because I haven't finished school yet"
"Applied for this one and took it"
"Didn't like the environment"
"Received funds from handicapped; open heart surgery prevents full-time work"

8. Vocational classes taught student how to do the job he/she now holds:

Yes: 66.7% No: 33.3%

9. How well vocational classes taught students to do their job:

Great:	29.8%	Fair:	17.5%
Good:	52.6%	Poor:	0.0%

10. Weekly gross income of employed students:

Less than $50:	26.9%
At least $50 but less than $75:	17.9
At least $75 but less than $100:	17.9
At least $100 but less than $150:	23.9
At least $150 but less than $200:	6.0
At least $200 but less than $250:	4.5
At least $250 but less than $300:	3.0
More than $300:	0.0

11. Student is happy with job:

Yes: 83.8% No: 16.2%

TABLE 11

EMPLOYER SURVEY

1. Type of work done by student:

Manufacturing:	9.0%
Food Service:	28.8
Building Maintenance:	2.7
Construction:	2.7
Office/Clerical:	1.8
Horticulture:	00.0
Welding:	00.0
Janitorial/Custodial/Housekeeping Services:	13.5
Metal Trades:	.9
Furniture Repair and Upholstery:	00.0
Mechanical Repair:	00.0
Laundry:	.9
Electronics:	00.0
Health Care:	2.7
Other:	24.3

Sorting, Tagging and hanging clothes on rack
Hand assembly work
Trap operator, meets public, loads houses, cleans
Fence Building
Vehicle Maintenance
General Ranch Work
Cafeteria
Packing and Loading of Household goods and Cars
Ground Maintenance (Park and Rec)
Park maintenance
Service Station Attendant
Sacker; carry-out
Grain elevator and Feed Processing (2)
Aircraft cleaning department
Grocery Stocker and Carry-out
Transitional Workshop
Stocking Auto parts and delivery
Rehab department
Day care (2)
Retail sales (2)
Nurses Aid
Helper Truck Yard
Milk Truck Helper (2)

2. The school has continued to check on student progress since employed:

   Yes: 80.2% No: 17.1%

3. Employers' overall rating of the trained received by VEH student as it relates to the requirements of his or her job:

   Good: 67.6% Fair: 29.7% Poor: .9%

4. Employers' rating of skills exhibited by student in occupational skills areas:

	Good	Fair	Poor
Mathematical Skills:	20.7%	23.4%	7.2%
Occupational Skills:	41.4	32.4	3.6
Organizational Skills:	27.0	37.8	10.8
Communication Skills:	44.1	34.2	7.2
Problem Solving Skills:	23.4	44.1	13.5
Work Quality:	63.1	36.0	.9
Work Quantity:	50.5	42.3	2.7
Manual Dexterity:	50.5	30.6	2.7
Meeting the Public:	43.2	27.9	8.1
Following Instructions:	55.0	40.5	1.8
Operation of Equipment:	50.5	27.0	5.4

5. Extent to which student's training has added to his/her ability for job placement and advancement:

   Much: 55.0% Same: 27.0% Little: 12.6%

6. Employers' rating of skills exhibited by the student in the personal skill areas:

	Good	Fair	Poor
Accepting Responsibility:	56.8%	36.9%	2.7%
Punctuality:	80.2	13.5	3.6
Personal Initiative:	45.0	40.5	10.8
Willingness to Learn:	73.0	24.3	2.7
Co-worker Cooperation:	70.3	20.7	2.7
Management Cooperation:	62.2	21.6	5.4
Work Attendance:	82.0	15.3	2.7
Work Attitude:	73.9	23.4	1.8
Personal Appearance:	70.3	27.9	1.8
Compliance with Policies:	72.1	18.0	2.7

7. Employers' rating of students preparation in relation to other employees without vocational training:

No basis for opinion:	28.8%
Vocational student is better prepared:	38.7
About the same:	25.2
Vocational student is less prepared:	3.6

8. Primary source for the initial hiring of VEH student:

Employment Agency:	.9%
Vocational Teacher:	32.4
VAC-Vocational Adjustment Coordinator:	26.1
High School Placement Officer:	8.1
Mutual Acquaintance:	4.5
Applicant applied on own initiative:	12.6
Other:	9.0

"College friend who had done field work at Goodwill told her"
"She was working prior to VEH training"
"His brother worked here at the time, and he brought him up here"
"The teacher and principal, a training job, she used this to earn credits toward graduation"
"Texas Rehab Commission"
"Employer contacted school"

9. Employers' opinion of job outlook for VEH students in particular vocational field:

Present:	Good:	73.0%	Neutral:	19.8%	Poor:	3.6%
Future:	Good:	62.2%	Neutral:	19.8%	Poor:	2.7%

10. This is an appropriate job training field for handicapped students:

Yes: 77.5% No: 15.3%

(Item #44), only 53.6% indicated that they felt that VEH completers possessed entry-level skills required in their specific vocational training area (Item #43).

When employers were asked to rate the overall training received by VEH students, 67.7% rated the training as good, 29.7% gave the training a fair rating, and .9% rated the training as poor. Of all parents responding to the survey, 25.8% gave a good rating to the VEH training their child received, 10.9% rated the training fair, 3.9% rated the training poor, while 59.4% did not respond to this survey item.

Asked to what extent employers felt that VEH training added to the students' job placement and advancement abilities, 55% responded that the training added much to the student's abilities, 27% felt their ability was about the same, and 12.6% felt the training added little to job placement and advancement. Parents were asked to what extent they felt VEH training had added to their child's ability to find and keep a job; 35.9% of parents felt the training helped very much, 20.3% felt the training helped somewhat, 10.2% responded very little, and 10.2% responded that the training had added nothing to their child's ability to find and keep a job.

Employers' rating of students preparation in relation to other employees without vocational training revealed 38.7% felt the vocational student was better prepared, 25.2% felt the vocational student was about the same, 28.8% said they had no basis for opinion, and 3.6% felt the vocational student was less prepared. When parents were asked this question, 7.8% felt the vocational

student was about the same, 14.1% had no basis for opinion, and 3.9% felt the student who had vocational training was less prepared.

The following is the employers' rating of skills exhibited by the VEH student in occupational skill areas:

	Good	Fair	Poor
Mathematical Skills:	20.7%	23.4%	7.2%
Occupational Skills:	41.4	32.4	3.6
Organizational Skills:	27.0	37.8	10.8
Communication Skills:	44.1	34.2	7.2
Problem Solving Skills:	23.4	44.1	13.5
Work Quality:	63.1	36.0	.9
Work Quantity:	50.5	42.3	2.7
Manual Dexterity Skills:	50.5	30.6	2.7
Meeting the Public:	43.2	27.9	8.1
Following Instructions:	55.0	40.5	1.8
Operation of Equipment:	50.5	27.0	5.4

Parents rated the training their son/daughter received in the occupational areas as:

	Good	Fair	Poor
Mathematical Skills:	34.4%	36.7%	6.3%
Occupational Skills:	48.4	30.5	2.3
Organizational Skills:	38.3	33.6	5.5
Communication Skills:	40.6	31.3	5.5
Problem Solving Skills:	39.1	30.5	9.4
Work Quality:	58.6	21.1	2.3
Work Quantity:	51.6	23.4	4.7
Manual Dexterity Skills:	39.8	34.4	3.9
Meeting the Public:	38.3	30.5	9.4
Following Instructions:	55.5	23.4	2.3
Operation of Equipment:	59.4	21.1	2.3
Safety Skills:	63.3	16.4	2.3

Employers' ratings of skills exhibited by the VEH student in the personal skill areas:

	Good	Fair	Poor
Accepting Responsibility:	56.8%	36.9%	2.7%
Punctuality:	80.2	13.5	3.6
Personal Initiative:	45.0	40.5	10.8
Willingness to Learn:	73.0	24.3	2.7
Coworker Cooperation:	70.3	20.7	2.7
Management Cooperation:	62.2	21.6	5.4
Work Attendance:	82.0	15.3	2.7
Work Attitude:	73.9	23.4	1.8
Personal Appearance:	70.3	27.9	1.8
Compliance with Policies:	72.1	18.0	2.7

Parents' ratings of training received by their son/daughter in the vocational program:

	Good	Fair	Poor
Accepting Responsibility:	58.6%	28.1%	2.3%
Punctuality:	57.0	23.4	2.3
Personal Initiative:	51.6	30.5	4.7
Willingness to Learn:	66.4	22.7	.8
Coworker Cooperation:	58.6	24.2	3.1
Management Cooperation:	47.7	25.0	7.0
Work Attendance:	65.6	18.8	.8
Work Attitude:	65.6	23.3	1.6
Personal Appearance:	69.5	18.0	.8
Following Instructions:	61.7	23.4	2.3

Objective 2: To review the job status of handicapped students who have completed VEH programs to determine to what extent these students are being employed in the occupations for which they were trained.

Related Specifications: Identify the level of handicapping conditions of students enrolled in VEH programs.

The enrollment and employment rates as reported on the VEH Teacher Survey are displayed in Table 12.

TABLE 12

1983-84 VEH PROGRAM ENROLLMENT/EMPLOYMENT RATES

HOME AND COMMUNITY SERVICES: 23 Programs Responding
Total Enrollment of responding programs: 455

Number of programs in sample: 47 Number of programs responding: 25

Mentally Retarded:	189 (42%)	Emotionally Disturbed:	10 (2%)
Learning Disabled:	148 (33%)	Orthopedically Impaired:	5 (1%)
Visually Impaired:	6 (1%)	Other Health Impaired:	1 (4%)
Hearing Impaired:	20 (4%)	Other:	5 (1%)
		Not reported:	12%

Program Completers: 166
Completers working: 31 (19%)

Completers remaining in school: 108 (65%)
Of those in school:
48 VAC (44%)
11 Mainstream (10%)
18 No Voc. Program (17%)
31 Not Reported (29%)

FOOD SERVICES: 8 Programs Responding
Total Enrollment of Responding Programs: 140
Number of programs in sample: 12 Number of programs responding: 9

Mentally Retarded:	89 (64%)	Emotionally Disturbed:	11 (8%)
Learning Disabled:	36 (26%)	Orthopedically Impaired:	0
Visually Impaired:	1 (.7%)	Other Health Impaired:	0%
Hearing Impaired:	3 (2%)	Other:	0%
		Not reported:	0%

Program Completers: 26

Completers working: 6 (23%)

Completers remaining in school: 12 (46%)
Of those in school:
1 VAC 8%
8 Mainstream 67%
1 No Voc. Program 8%
2 Unknown 17%

CLOTHING SERVICES: 1 Programs Responding
Total Enrollment of Responding Program: 6

Number of programs in sample:	2	Number of programs responding:	2
Mentally Retarded:	1 (17%)	Emotionally Disturbed:	1 (17%)
Learning Disabled:	8 (67%)	Orthopedically Impaired:	0
Visually Impaired:	0	Other Health Impaired:	0
Hearing Impaired:	0	Other:	0
		Not reported:	0

Program Completers: 4
Completers working: 2 (50%)

Completers remaining in school: 2 (50%)
Of those in school:
2 VAC 100%

OFFICE DUPLICATION: 5 Program Responding
Total Enrollment of Responding Programs: 80

Number of programs in sample:	14	Number of programs responding:	5
Mentally Retarded:	3 (4%)	Emotionally Disturbed:	30 (37%)
Learning Disabled:	42 (53%)	Orthopedically Impaired:	1 (1%)
Visually Impaired:	0	Other Health Impaired:	1 (1%)
Hearing Impaired:	3 (4%)	Other:	0
		Not reported:	0

Program Completers: 21
Completers working: 1 (5%)

Completers remaining in school: 11 (52%)
Of those in school:
1 VAC (9%)
10 Mainstream (91%)
0 No Voc. Program
Not Reported (43%)

OFFICE CLERICAL: 2 Programs Responding
Total Enrollment of responding programs: 43

Number of programs in sample:	4		Number of programs responding:	2	
Mentally Retarded:	5	(2%)	Emotionally Disturbed:	8	(19%)
Learning Disabled:	30	(70%)	Orthopedically Impaired:	1	(2%)
Visually Impaired:	0		Other Health Impaired:	2	(5%)
Hearing Impaired:	1	(2%)	Other:	0	
			Not reported:	0	

Program Completers: 13
Completers working: 0

Completers remaining in school: 1 (54%)
Of those in school:
2 VAC (29%)
3 Mainstream (43%)
2 No Voc. Program (29%)

HORTICULTURE: 10 Programs Responding
Total Enrollment of responding programs: 150

Number of programs in sample:	18		Number of programs responding:	11	
Mentally Retarded:	57	(38%)	Emotionally Disturbed:	23	(15%)
Learning Disabled:	60	(40%)	Orthopedically Impaired:	4	(3%)
Visually Impaired:	0		Other Health Impaired:	1	(.7%)
Hearing Impaired:	1	(.7%)	Other:	4	(3%)
			Not reported:	0	

Program Completers: 44
Completers working: 1 (2%)

Completers remaining in school: 27 (61%)
Of those in school:

17 VAC (63%)
4 Mainstream (15%)

FARM AND RANCH MECHANICS: 1 Program Responding
Total Enrollment of responding programs: 20

Number of programs in sample: 4 Number of programs responding: 1
Mentally Retarded: 0 Emotionally Disturbed: 20 (100%)
Learning Disabled: 0 Orthopedically Impaired: 0
Visually Impaired: 0 Other Health Impaired: 0
Hearing Impaired: 0 Other: 0

Not reported: 0
Program Completers: 0

BUILDING MAINTENANCE: 9 Programs Responding
Total Enrollment of responding programs: 170

Number of programs in sample: 20 Number of programs responding: 11
Mentally Retarded: 64 (38%) Emotionally Disturbed: 3 (2%)
Learning Disabled: 94 (55%) Orthopedically Impaired: 3 (2%)
Visually Impaired: 1 (1%) Other Health Impaired: 4 (2%)
Hearing Impaired: 1 (1%) Other: 0

Not reported: 0

Program Completers: 109
Completers working: 17 (16%)

Completers remaining in school: 57 (52%)
Of those in school:
19 VAC (33%)
11 Mainstream (19%)
4 No Voc. Program (7%)
23 Unknown (40%)

DISTRIBUTIVE EDUCATION: 1 Program Responding
Total Enrollment of responding programs: 17

Number of programs in sample: 1 Number of programs responding: 1
Mentally Retarded: 2 (12%) Emotionally Disturbed: 1 (6%)

Learning Disabled: 14 (82%) Orthopedically Impaired: 0
Visually Impaired: 0 Other Health Impaired: 0
Hearing Impaired: 0 Other: 0

Not reported: 0

Program Completers: 12
Completers Not Reported: 7 (58%)

Completers remaining in school: 5 (42%)
Of those in school:
2 VAC (40%)
3 No Voc. Program (60%)

GENERAL MECHANICAL REPAIR: 7 Programs Responding
Total Enrollment of responding programs: 135

Number of programs in sample: 22 Number of programs responding: 9
Mentally Retarded: 19 (14%) Emotionally Disturbed: 4 (3%)
Learning Disabled: 91 (67%) Orthopedically Impaired: 1 (1%)
Visually Impaired: 4 (3%) Other Health Impaired: 0
Hearing Impaired: 4 (1%) Other: 0

Not reported: 12 (11%)

Program Completers: 60
Completers working: 3 (5%)

Completers remaining in school: 49 (82%)
Of those in school:
7 VAC (14%)
27 Mainstream (55%)
15 No Voc. Program (31%)

GENERAL CONSTRUCTION: 11 Programs Responding
Total Enrollment of responding programs: 188

Number of programs in sample: 34 Number of programs responding: 13
Mentally Retarded: 46 (24%) Emotionally Disturbed: 22 (12%)
Learning Disabled: 118 (63%) Orthopedically Impaired: 0
Visually Impaired: 0 Hearing Impaired: 1 (.5%)
Other Health Impaired: 1 (.5%) Other: 0

Not Reported: 0

Program Completers: 43
Completers working: 16 (37%)

Completers remaining in school: 16 (37%)
Of those in schools:
7 AC (44%)
1 Mainstream (6%)

ELECTRONICS ASSEMBLY: 1 Program Responding
Total Enrollment of responding programs: 19

Number of programs in sample: 1 Number of programs responding: 1
Mentally Retarded: 13 (68%) Emotionally Disturbed: 1 (5%)
Learning Disabled: 4 (21%) Orthopedically Impaired: 1 (5%)
Visually Impaired: 0 Other Health Impaired: 0
Hearing Impaired: 0 Other: 0

Not reported: 0

Program Completers: 0

FURNITRUE REPAIR AND UPHOLSTERY: 1 Program Responding
Total Enrollment of responding programs: 20

Number of programs in sample: 2 Number of programs responding: 1
Mentally Retarded: 5 (33%) Emotionally Disturbed: 1 (7%)
Learning Disabled: 8 (53%) Orthopedically Impaired: 0
Visually Impaired: 1 ((7%) Other Health Impaired: 0
Hearing Impaired: 0 Other: 0

Not reported: 0

Program Completers: 1
Completers working: 1 (100%)

LAUNDRY SERVICES: 1 Program Responding

Total Enrollment of responding programs: 20

Number of programs in sample:	1	Number of programs responding:	1
Mentally Retarded:	5 (25%)	Emotionally Disturbed:	2 (10%)
Learning Disabled:	10 (50%)	Orthopedically Impaired:	0
Visually Impaired:	1 (5%)	Other Health Impaired:	1 (5%)
Hearing Impaired:	1 (5%)	Other:	0

Not reported:

Program Completers: 10
Completers working: 5 (50%)

Completers remaining in school: 5 (50%)
Of those in school:
5 VAC (100%)

Employers were asked their opinion of this job outlook for VEH students in their particular vocational field:

Present:

Good 73% Neutral 19.8% Poor 3.6

Future:

Good 62.2% Neutral 19.8% Poor 2.7%

Employers were also asked if they felt their job field was appropriate for training of handicapped students:

Yes: 77.5% No: 15.3%

Objective 3: To recommend an appropriate method for delivering vocational services to handicapped students.

Related Specifications:

A. Review vocational assessment and placement procedures used by the district in considering the vocational program placement in the least restrictive environment.

B. Evaluate the effectiveness of the coordination between the VEH teacher/program.

C. Compare districts having a single VEH program and districts having multiple VEH programs. Attendance at Admission, Review, and Dismissal (ARD) meetings gives committee members the opportunity to review students' strengths and needs, to discuss educational programming needs, and to formulate goals and objectives for on-going instruction. For VEH teachers who work exclusively with handicapped students, ARD attendance is a time-consuming process. Many times either arrangements must be made for someone to cover the VEH class during ARD meetings, or the VEH teacher must miss the meeting to stay with the class.

VEH teachers were asked to rate this statement: "The receiving instructor attends the ARD committee meeting discussing student placement". Analysis of survey results showed that while 94.9% of survey respondents felt that this statement "should be" occurring, only 68.1% of the respondents marked a "4" or "5" indicating that they actually attend ARD committee meetings where student placement is discussed. These VEH teachers also indicated that 76.3% felt that they were encouraged to ask questions and become involved in ARD deliberations.

Another statement on the VEH teacher survey addressed a factor influencing ARD attendance: "Teacher is given release time so that they can attend ARD meetings". Ratings reveal 94.8% of respondents feel that this should be happening, while 67% of the respondents indicated this is occurring in their district. In comparison, the vocational administrator survey included this statement: "VEH teachers are given release time to attend ARD committee meetings". Respondents indicated that 86.1% felt VEH teachers should be given release time to attend ARD meetings, and 81.6% indicated that, in their situations, VEH teachers are given this release time. According to survey completers, 82.3% of vocational administrators or their representatives attend ARD meetings while 92.3% feel this should be happening

Responses of special education personnel showed that 90.0% felt Special Education instructors who are familiar with a specific student should be present at the ARD committee meeting discussing

VEH placement. Eighty-five percent responded that is currently happening in their situation.

In response to the statement that goals and objectives are discussed and written at the ARD meeting, VEH teachers and Special Education teachers responded in almost identical percentages. VEH teachers: 76.3% said this is happening now, and 94.8% felt it should be happening. Special Education teachers: 76.7% said it is happening now while 93.3% felt it should be happening. While slightly 70.0% of both VEH teachers and Special Education teachers report that students received a vocational assessment before entry into the VEH program, only 54.7% of VEH teachers believed that the assessment recommendations were compatible with the entry requirements of the VEH program to which the students were referred. Of the parents responding to the survey, only 52.3% reported that their child received a vocational assessment before VEH program placement. Ninety-three point five percent of the parents whose child received an assessment felt that placement was appropriate for his/her reported abilities and interests.

Computer analysis of survey responses revealed that expanded communication and cooperation between vocational education and special education ranked among the top five prioritized items on all four school personnel surveys. Vocational administrators selected this item as the fifth highest item in the need index priority listing: "District policies and procedures exist which require regularly scheduled joint meetings between vocational education and special education personnel to discuss program coordination and

student progress". Interdepartmental cooperation was also the topic of the tenth ranked item form the administrator survey: "The special education and vocational education facilities are conducive to a coordinated teaching effort".

The issue of vocational and special education coordination was selected as the second highest need on the VEH teacher survey: "VEH teacher meets with the special education personnel on a regular basis to coordinate instruction". Again, the issue of cooperation was reaffirmed as a perceived need in the item selected as the tenth priority: "Joint continuous evaluations of individual student progress are held between VEH and Special Education personnel".

Special Education teachers listed interdepartmental coordination as the number one need: "Special Educators and VEH instructors meet together regularly to discuss program coordination and student progress". The fourth highest need listed also involved coordination: "Special Education personnel work with VEH personnel in establishing instructional and behavioral management techniques for special needs students".

The respondents to the Vocational Guidance personnel survey also list coordination between vocational education and special education as their number one need: "The person responsible for special education vocational assessments meets with the vocational counselor to discuss assessment results for the ARD committee meets".

e. Findings, Conclusions, and Recommendations for the Future

Summary of Findings

1. All school personnel surveys indicated the need for improved cooperation among the top five prioritized items on the need index.
2. Given three selections concerning the purpose of VEH, a majority of vocational administrators felt the program has a duel purpose:
    a. Sixty percent felt the VEH program's purpose is to prepare special education students for community employment.
    b. Seventy-six percent felt the VEH program's purpose is to teach handicapped students functional living skills.
    c. Thirty-seven percent felt the VEH program's purpose is to prepare special education students to enter regular vocational programs.
3. Sixty-eight and one tenth percent of VEH instructors attend ARD committee meetings discussing student placement.
4. Seventy-six and three tenths percent of those VEH instructors attending ARD meetings felt encouraged to ask questions and become involved in deliberations.
5. Fifty-seven and seven tenths percent of VEH teachers felt their certification programs prepared them to work with handicapped students.
6. Sixteen percent of all 1983 - 1984 completers are currently employed.

7. Sixty-five percent of Special Education teachers felt that their teacher certification program provided adequate training in serving the secondary level special needs.

8. Seventy and one tenth percent of VEH teachers reported that students received an assessment before program placement, but only fifty-four and seven tenths percent of these teachers reported that vocational assessment recommendations were compatible with the entry requirements of the VEH program to which students were referred.

9. Fifty-two and three tenths percent of parents responding thought their child received a vocational assessment before VEH program placement.

10. Ninety-three and five tenths percent of responding VEH teachers felt that students placed in the VEH program should have potential for employment in the field of training, but only thrity-nine and three tenths percent felt that this was currently true in their situation.

Based on the review of legislative mandates and the State Board of Education Rules applicable to VEH programs, it was found:

1. Vocational instruction offered by local school must be for the purpose of:
   a. Preparing students for paid or non-paid employment
   b. Assisting them in making informed and meaningful occupational choices; and,
   c. Preparing them for enrollment in technical programs at the post secondary level.

2. A vocational program is composed of courses designed to provide instruction for preparation of individuals for employment in either a single occupation or in a related cluster of occupations.

3. Vocational programs are both approved and "sunsetted" in relation to the assessed needs of students for the program and opportunities for employment for which the instruction is provided.

4. Admission to a particular vocational curriculum (vocational program of instruction) should be determined by the assessed academic preparation of the student for achievement in the particular vocational curriculum.

5. A program designed to meet the vocational needs of the handicapped should include:

   a. Occupational instruction for entry into employment.

   b. Assessment prior to enrollment in occupational instruction.

   c. Developmental instruction and support services needed for handicapped students to benefit from vocational training.

   d. Special guidance and counseling designed to assist the student in enrolling and succeeding in a vocational curriculum and facilitating the transition of the student from school to work.

Conclusions

The following conclusions are based on legislative mandates, State Board of Education policy, and survey results.

1. Existing levels of cooperation between Vocational Education and Special Education are not adequate to meet the needs of handicapped students enrolled in VEH programs.
2. Existing vocational teacher preparation programs do not prepare future teachers to effectively use information available on special needs students, to adapt curriculum to these needs, or to manage behavioral problems of special needs students.
3. Special education teacher preparation programs do not prepare future teachers to meet the needs of secondary level handicapped students.
4. ARD committee attendance and participation by VEH teachers do not meet the desired level of participation reported by the VEH teacher survey respondents.
5. VEH program completer employment rates indicate the need for updated community surveys.
6. The purpose of the VEH program is not clear to vocational administrators.
7. Vocational assessment information currently available is not discussed with parents of students.
8. At present, vocational assessment is not felt by VEH teachers to be compatible with program entry requirements.

Recommendations

1. A single program should be designed to meet the vocational needs of the handicapped which would include the following services and activities: assessment services, guidance and counseling services, support services necessary for the student to fully benefit from vocational training, and those transitional services required for a smooth movement from school to work. Development of this program should include the use of a task force. The task force should be composed of:

   a. The person responsible for special needs in the TEA Department of Occupational Education and Technology;
   b. A representative from TEA Department of Special Education;
   c. An LEA Vocational Director;
   d. An LEA VEH teacher;
   e. An LEA Special Education Director;
   f. A vocational assessment specialist; and
   g. A staff member from the TEA funded project "Evaluating the Effectiveness of Vocational Education for the Handicapped".

2. The above described program should be placed in a newly created unit of the Department of Occupational Education and Technology for state administrative and planning purposes. The person designated as administrator of the unit should work closely with a person from the Department of Special Education who will provide leadership in developing and implementing interdisciplinary cooperative services

and activities. These cooperative services should be respectively funded through vocational education and special education.

3. Program definition and guidelines established at the state level should provide for regularly scheduled planning meetings between vocational education and special education personnel.

4. Leadership and technical assistance should be provided by the State to local school districts for the purpose of assisting them in implementing and funding the newly-designed VEH program.

5. Implementation of new programs or continuation of existing programs should be based upon a survey of community employers concerning job availability for handicapped students.

6. Vocational assessment of handicapped students should be designed cooperatively between vocational and special education personnel so that students' academic, vocational, and functional living skills can be ascertained and then addressed through a coordinated, interdepartmental program. The assessment process should include occupational exploration, interest and aptitude testing, plus any other assessments needed to determine appropriate vocational preparation for the student.

7. Entry level skills of each VEH program should be composed and made available to the person conducting vocational assessment and to vocational and special education personnel who will review assessments and make recommendations for placement to the ARD committee.

8. VEH teachers whose program will be considered for placement during the ARD committee meeting, should attend the ARD meeting and

be actively involved in appropriate vocational placement alternatives and in establishing student goals and occupational objectives. Release time for ARD attendance should be made available for all vocational teachers. Cooperative scheduling of ARD meetings between special education personnel and vocational personnel would aid in making the most efficient use of teacher release time.

9. All vocational teachers should have courses included in their certification requirements which focus on instructional methodology and vocational needs of handicapped students.

10. Special Education teacher preparation should include not only elementary special needs content, but also secondary special needs curriculum including pre-vocational skills and knowledge of the vocational needs of handicapped students.

Appendices

Appendix A

Appendix A

ALL VEH PROGRAMS OFFERED 1983 - 84

District	Programs
Abernathy	Farm and Ranch Mechanics
Abiline	Home and Community Services General Construction Trades
Aldine	Building Maintenance Home and Community Services Horticulture
Alief	Food Service Horticulture
Alvin	General Construction Trades
Amarillo	Home and Community Services
Atlanta	Clothing Services Horticulture
Athens	Home and Community Services
Austin	Food Services Occupational Investigation Building Maintenance Office Duplication Home and Community Services General Mechanical Repair Horticulture General Construction Trades
Axtell	Home and Community Services Farm and Ranch Mechanics
Bartlett	Farm and Ranch Mechanics Horticulture
Bay City	Home and Community Services

ALL VEH PROGRAMS OFFERED 1983-84 (cont)

District	Programs
Bastrop	Office Duplication Home and Community Services
Beaumont	Food Services Office Duplication Home and Community Services General Mechanical Repair Horticulture General Construction Trades
Beeville	Home and Community Services General Construction Trades
Belton	Building Maintenance Home and Community Services General Construction Trades
Big Spring	Laundry Services
Birdville	Home and Community Services
Bonham	Building Maintenance Home and Community Services
Borger	Building Maintenance Home and Community Services
Boy's Ranch	Horticulture
Brazosport	General Construction Trades
Brenham	Home and Community Services General Construction Trades
Brownsville	Building Maintenance Home and Community Services General Construction Trades
Brownwood	Home and Community Services
Bryan	Food Services Building Maintenance Office Duplication Home and Community Services

ALL VEH PROGRAMS OFFERED 1983-84 (cont)

District	Programs
Burkeville	General Mechanical Repair
Calhoun	Home and Community Services General Construction Trades
Canyon	Building Maintenance Home and Community Services
Carrollton/Farmers Branch	Horticulture
Carthage	Farm and Ranch Mechanics
Center	General Construction Trades
Centerville	General Construction Trades
Channelview	Home and Community Services Horticulture
Cleburne	Home and Community Services
Columbia-Brazoria	Home and Community Services General Construction Trades
Connally	Home and Community Services
Copperas Cove	Horticulture
Corpus Christi	Building Maintenance Office Duplication Home and Community Services General Construction Trades
Corsicana	Home and Community Services Horticulture
Crockett	Home and Community Services
Cuero	Home and Community Services General Construction Trades

ALL VEH PROGRAMS OFFERED 1983-84 (cont)

District	Programs
Cypress-Fairbanks	Home and Community Services Horticulture
Dallas	Building Maintenance Home and Community Services Laundry Services Occupational Exploration Office Clerical Furniture Repair & Upholstery General Construction Trades
Daingerfield - Lonestar	General Mechanical Repair
Decatur	General Mechanical Repair
Del Valle	Home and Community Services
Denton	Building Maintenance Home and Community Services
Devine	Office Duplication
Dickenson	Housekeeping Management General Construction Trades
Dimmitt	General Mechanical Repair
Duncanville	Building Maintenance Office Duplication
Eagle Mount - Saginaw	Building Maintenance
East Central	Office Duplication Horticulture
Ector County	Horticulture
Edcouch - Elsa	General Mechanical Repair Horticulture General Construction Trades
Edgewood	Building Maintenance Office Duplication Home and Community Services

ALL VEH PROGRAMS OFFERED 1983-84 (cont)

District	Programs
Edinburg	Occupational Investigation Home and Community Services Horticulture General Construction Trades
El Paso	Food Services Building Maintenance Home and Community Services General Mechanical Repair Office Clerical Furniture Repair & Upholstery Clothing Services PL Horticulture
Elgin	Office Duplication
Floresville	General Mechanical Repair
Floydada	General Mechanical Repair
Fort Bend	Building Maintenance
Fort Worth	Food Services Building Maintenance General Mechanical Repair Furniture Repair & Upholstery Clothing Services General Construction
Frenship	Home and Community Services General Mechanical Repair
Friendswood	Horticulture
Galena Park	Office Exploration
Galveston	Home and Community Services General Construction Trades
Garland	General Mechanical Repair

ALL VEH PROGRAMS OFFERED 1983-84 (cont)

District	Programs
Goose Creek	Home and Community Services General Mechanical Repair Horticulture General Construction Trades
Grand Prairie	Home and Community Services
Grapevine - Colleyville	Building Maintenance Home and Community Services
Hamlin	Food Services
Harlandale	Food Services Building Maintenance Office Duplicating Home and Community Services House Painting Bricklaying Clothing Services Horticulture
Henderson	Home and Community Services
Hereford	Home and Community Services General Construction Trades
Hitchcock	Office Duplication General Construction Trades
Hondo	General Construction Trades
Hooks	General Construction Trades
Houston	Food Services Building Maintenance Office Duplication Home and Community Services General Mechanical Repair Office Clerical Health Nursing Assistant Combined Nursing Assistant

ALL VEH PROGRAMS OFFERED 1983-84 (cont)

District	Programs
Houston (cont)	Combined Nursing Assistant COOP Horticulture General Construction Trades
Humble	Food Services General Construction Trades
Huntsville	Food Services General Mechanical Repair
Hurst - Euless - Bedford	Home and Community Services General Construction Trades
Irving	Home and Community Services
Jasper	General Construction Trades
Jourdanton	General Construction Trades
Judson	Home and Community Services General Mechanical Repair
Katy	Office Duplication
Kerrville	Food Services
Kilgore	Farm and Ranch Mechanics
Killeen	General Construction Trades
Klein	Home and Community Services General Mechanical Repair General Construction Trades
Knox City - O'Brien	Home and Community Services General Mechanical Repair
La Marque	Food Services General Construction Trades

ALL VEH PROGRAMS OFFERED 1983-84 (cont)

District	Programs
Lamar Consolidated	Farm and Ranch Mechanics Horticulture
Lancaster	Building Maintenance
Laredo	Food Services Office Duplicating General Mechanical Repair General Construction Trades
Levelland	Food Services Building Maintenance
Lewisville	Food Services
Littlefield	Building Maintenance
Livingston	Farm and Ranch Mechanics
Lockhart	Home and Community Services General Construction Trades
Longview	Home and Community Services General Mechanical Repair
Lorenza	Home and Community Services General Construction Trades
Lubbock	Food Services Home and Community Services Housekeeping Management
Madisonville	Horticulture
Magnolia	Office Duplicating
Mansfield	General Construction Trades
Marlin	Building Maintenance Home and Community Services
Marshall	Horticulture

ALL VEH PROGRAMS OFFERED 1983-84 (cont)

District	Programs
McAllen	Horticulture
Medina Valley	Home and Community Services General Mechanial Repair
Mineral Wells	General Construction Trades
Mission	Home and Community Services General Mechanical Repair
Mount Pleasant	Home and Community Services General Construction Trades
Nacogdoches	Home and Community Services Farm and Ranch Mechanics General Construction Trades
New Braunfels	Home and Community Services General Mechanical Repair
New Caney	Horticulture General Mechanical Repair General Construction Trades
Newton	Office Duplication General Mechanical Repair General Construction Trades
Nocona	General Construction Trades
North East	Food Services Building Maintenance Office Duplication Home and Community Services Office Clerical Furniture Repair & Upholstery Horticulture General Construction Trades
North Forest	Office Duplication General Construction Trades

ALL VEH PROGRAMS OFFERED 1983-84 (cont)

District	Programs
Northside	Office Duplication Home and Community Services General Mechanical Repair Health General Construction
Northwest	Building Maintenance
Orangefield	Office Duplication
Paris	Food Services
Pasadena	General Mechanical Repair
Pecos-Barstow-Toyah	General Mechanical Repair
Pharr-San Juan-Alamo	Horticulture
Pine Tree	Small Engine Repair
Plainview	General Mechanical Repair
Pleasanton	General Construction Trades
Port Arthur	Office Duplication General Mechanical Repair General Construction Trades
Rio Grande City	Building Maintenance General Mechanical Repair Electrician's Helper
Rockdale	Horticulture
Sabinal	Home and Community Services General Construction Trades
San Angelo	Building Maintenance Home and Community Services

ALL VEH PROGRAMS OFFERED 1983-84 (cont)

District	Programs
San Antonio	Food Services Office Duplicating Home and Community Services Office Clerical
San Marcus	Building Maintenance Home and Community Services
Sante Fe	Office Exploration Farm and Ranch Mechanics
Seguin	Horticulture General Construction
Sheldon	Home and Community Services
Sherman	General Mechanical Repair
Slaton	Home and Community Services Farm and Ranch Mechanics
Snyder	Home and Community Services
Socorro	Food Services Horticulture
South San Antonio	General Construction
South Texas - Edinburg	Building Maintenance Food Services General Mechanical Repair House Painting Clothing Services Cabinet Making Health Horticulture
South Texas - Harlingen	Building Maintenance Food Services General Mechanical Repair House Painting Cabinet Making Electrician's Helper Health Horticulture

ALL VEH PROGRAMS OFFERED 1983-84 (cont)

District	Programs
Southside	Office Duplicating
Southwest	Office Duplicating Home and Community Services
Spring Branch	Office Duplicating Home and Community Services Horticulture General Construction Trades
Spurger	General Construction Trades
Sulphur Springs	Home and Community Services
Taylor	General Construction Trades
Terrell	Building Maintenance
Texarkana	Food Services Building Maintenance
Texas City	Food Services Horticulture General Construction Trades
Timpson	General Construction Trades
Tulia	Home and Community Services General Mechancial Repair
Tyler	Home and Community Services
Ulvalde Consolidated	Home and Community Services General Construction
Vernon Consolidated	Auto Body Repair Metal Trades Auto Mechanics Building Maintenance Home and Community Services Office Clerical Horticulture General Construction Trades

ALL VEH PROGRAMS OFFERED 1983-84 (cont)

District	Programs
Victoria	General Construction Trades
Waco	Home and Community Services Horticulture
Waxahachie	General Mechanical Repair Horticulture
Weatherford	General Construction Trades
West Orange Cove Consolidated	Home and Community Services General Mechanical Repair General Construction Trades
Wharton	Home and Community Services General Mechanical Repair
Whitehouse	Home and Community Services
Wichita Falls	Home and Community Services General Construction Trades
Willis	Horticulture
Wilmar - Hutchins	Office Duplicating General Construction Trades
Wylie	General Construction Trades
Ysleta	Food Services Building Maintenance Furniture Repair & Upholstery Electronics Assembly Horticulture General Construction Trades

Appendix B

APPENDIX B

SAMPLE DISTRICTS AND PROGRAMS

District	Programs
Abilene	Home and Community Services General Construction Trades
Aldine	Home and Community Services
Alief	Food Services Horticulture
Alvin	General Construction Trades
Atlanta	Clothing Services
Austin	Food Services Building Maintenance General Mechanical Repair Horticulture General Construction Trades
Axtell	Farm and Ranch Mechanics
Bartlett	Farm and Ranch Mechanics Horticulture
Bastrop	Home and Community Services
Beaumont	Home and Community Services General Mechanical Repair Horticulture General Construction Trades
Beeville	General Construction Trades
Belton	Home and Community Services General Construction Trades
Birdville	Home and Community Services
Bonham	Building Maintenance Home and Community Services
Borger	Home and Community Services
Boy's Ranch	Horticulture
Brazosport	General Construction Trades

SAMPLE DISTRICTS AND PROGRAMS (cont)

Districts	Programs
Brenham	Home and Community Services General Construction Trades
Bryan	Building Maintenance Home and Community Services
Canyon	Building Maintenance
Centerville	General Construction Trades
Channelview	Home and Community Services
Columbia - Brazoria	Home and Community Services
Connally	Home and Community Services
Copperas Cove	Horticulture
Corpus Christi	Building Maintenance Office Duplication Home and Community Services
Corsicana	Home and Community Services Horticulture
Dallas	Laundry Services Office Clerical Furniture Repair & Upholstery General Construction Trades
Dickenson	Housekeeping Management
Duncanville	Building Maintenance
Eagle Mt. - Saginaw	Building Maintenance
East Central	Office Duplication
Edcouch - Elsa	General Mechanical Repair Horticulture General Construction Trades
Edgewood	Building Maintenance Office Duplication
El Paso	Building Maintenance Home and Community Services General Mechanical Repair PL

SAMPLE DISTRICTS AND PROGRAMS (cont)

Districts	Programs
Fort Worth	Building Maintenance
Frenship	Home and Community Services
Friendswood	Horticulture
Garland	General Mechanical Repair
Goose Creek	Home and Community Services General Mechanical Repair
Grapevine - Colleyville	Home and Community Services
Harlandale	Bricklaying Horticulture
Hereford	Home and Community Services General Construction Trades
Hitchcock	Office Duplication General Construction Trades
Hondo	General Construction Trades
Houston	Food Services Building Maintenance Office Duplication Home and Community Services General Mechanical Repair Office Clerical Nursing Assistant Combined Nursing Assistant COOP General Construction Trades
Huntsville	Food Services
Hurst - Euless - Bedford	Home and Community Services General Construction Trades
Irving	Home and Community Services
Judson	General Mechanical Repair
Klein	Home and Community Services
La Marque	Food Services General Construction Trades

SAMPLE DISTRICTS AND PROGRAMS (cont)

Districts	Programs
Lamar Consolidated	Horticulture
Laredo	Office Duplication General Mechanical Repair
Lubbock	Food Services Home and Community Services
Magnolia	Office Duplication
Marlin	Building Maintenance
Marshall	Horticulture
Medina Valley	Home and Community Services
Mineral Wells	General Construction Trades
Mission	Home and Community Services General Mechanical Repair
Mount Pleasant	Home and Community Services
Nacogdoches	Farm and Ranch Mechanics General Construction Trades
New Braunfels	Home and Community Services General Mechanical Repair
New Caney	General Mechanical Repair
Newton	General Mechanical Repair
North East	Building Maintenance Office Duplication Office Clerical Horticulture General Construction Trades
North Forest	General Construction Trades
Northside	Office Duplication Home and Community Services General Mechanical Repair Health General Construction Trades

SAMPLE DISTRICTS AND PROGRAMS (cont)

Districts	Programs
Orangefield	Office Duplication
Paris	Food Services
Pasadena	General Mechanical Repair
Pine Tree	Small Engine Repair
Pleasanton	General Construction Trades
Port Arthur	General Construction Trades
Rio Grande City	Building Maintenance
San Angelo	Building Maintenance
San Antonio	Food Services Office Clerical
San Marcus	Building Maintenance Home and Community Services
Sante Fe	Farm and Ranch Mechanics
Seguin	Horticulture General Construction Trades
Sheldon	Home and Community Services
South San Antonio	General Construction Trades
South Texas - Edinburg	Food Services General Mechanical Repair House Painting Clothing Services Cabinet Making
South Texas - Harlingen	Food Services Electrician's Helper Health Horticulture
Southwest	Home and Community Services
Spring Branch	Home and Community Services Horticulture
Sulphur Springs	Home and Community Services

SAMPLE DISTRICTS AND PROGRAMS (cont)

Districts	Programs
Taylor	General Construction Trades
Texas City	Food Services General Construction Trades
Tulia	General Mechanical Repair
Tyler	Home and Community Services
Uvalde Consolidated	Home and Community Services
Vernon Consolidated	Auto Body Repair Metal Trades Auto Mechanics Home and Community Services
Waco	Home and Community Services
Wharton	Home and Community Services
Wichita Falls	Home and Community Services
Wilmar - Hutchins	General Construction Trades
Ysleta	Food Services Furniture Repair & Upholstery Electronics Assembly Horticulture General Construction Trades

Appendix C

Dear Administrator,

The effectiveness of Vocational Education for the Handicapped (VEH) is being evaluated by Texas Education Agency. Teachers, administrators, counselors, parents, students, and employers are being asked to complete surveys relating their experiences with the VEH training program.

This survey asks you to read a statement and select two ratings. The first scale rates the degree to which the statement is happening now (in your particular situation). The second scale rates the degree to which you think the statement should be occuring.

Please take a few minutes now to complete this survey, seal it in the enclosed envelope, and return it to _____ _____.
Your response will have a great impact on improvement of educational opportunities for special needs students in Texas.

Thank you for your cooperation.

Sincerely,

ADMINISTRATION SURVEY

Please check your present assignment:

____ Superintendent
____ Building Principal
____ Vocational Director
____ Vocational Supervisor

	1. What is happening now Never ... Always					2. What you feel should happen. Should Not ... Should				
1. The VEH program's purpose is to prepare special education students for community employment.	1	2	3	4	5	1	2	3	4	5
2. The VEH program's purpose is to prepare special education students to enter regular vocational programs.	1	2	3	4	5	1	2	3	4	5
3. The VEH program's purpose is to teach handicapped students functional living skills.	1	2	3	4	5	1	2	3	4	5
4. The accessibility to the building, the floor plan, the lighting and the furniture are compatible to the needs of the handicapped student.	1	2	3	4	5	1	2	3	4	5
5. The special education and vocational education facilities are conducive to a coordinated teaching effort.	1	2	3	4	5	1	2	3	4	5
6. The district has written job descriptions delineating duties and responsibilities of VEH personnel.	1	2	3	4	5	1	2	3	4	5

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	1. What is happening now. Never ... Always	2. What you feel should happen. Should Not ... Should
7. The vocational counselors have specified duties in regard to the VEH students.	1 2 3 4 5	1 2 3 4 5
8. A curriculum is available for each VEH program area offered in the district.	1 2 3 4 5	1 2 3 4 5
9. VEH curriculum revisions are made using input from community business persons.	1 2 3 4 5	1 2 3 4 5
10. District policies and procedures exist which require regularly scheduled joint meetings between vocational education and special education personnel to discuss program coordination and student progress.	1 2 3 4 5	1 2 3 4 5
11. Informal meetings are held with parents to make them aware of program activities and student progress.	1 2 3 4 5	1 2 3 4 5
12. VEH instructors spend time each year in community business to update training in their teaching area.	1 2 3 4 5	1 2 3 4 5
13. District inservice training includes sessions in classroom instruction and management of students with special needs.	1 2 3 4 5	1 2 3 4 5
14. VEH instructors receive adequate pre-service training in working with handicapped students.	1 2 3 4 5	1 2 3 4 5
15. VEH programs are visited by local supervisors on a regular basis.	1 2 3 4 5	1 2 3 4 5
16. Vocational administrators or their representatives attend ARD committee meetings concerned with VEH placement.	1 2 3 4 5	1 2 3 4 5
17. VEH teachers are given release time to attend ARD committee meeetings.	1 2 3 4 5	1 2 3 4 5
18. VEH students are being realistically trained for employment situations.	1 2 3 4 5	1 2 3 4 5

	1. What is happening now. Never ... Always	2. What you feel should happen. Should Not ... Should
19. VEH students are allowed to be placed in work experience situations prior to VEH program completion.	1 2 3 4 5	1 2 3 4 5
20. The VAC is responsible for job placement upon completion of the VEH program.	1 2 3 4 5	1 2 3 4 5
21. The job placement coordinator is responsible for job placement upon completion of the VEH program.	1 2 3 4 5	1 2 3 4 5
22. The vocational counselor is responsible for job placement upon completion of the VEH program.	1 2 3 4 5	1 2 3 4 5
23. Follow-up information on program completers is compiled and used in program evaluation in the district.	1 2 3 4 5	1 2 3 4 5
24. All special education graduates who have completed VEH are reported on the VEDS form.	1 2 3 4 5	1 2 3 4 5
25. The VEH advisory committee is used to supply communication between school and community job opportunities.	1 2 3 4 5	1 2 3 4 5
26. The district has written program objectives for VEH.	1 2 3 4 5	1 2 3 4 5
27. The cooperative efforts between vocational and special education departments are sufficient to allow for a well coordinated instructional program.	1 2 3 4 5	1 2 3 4 5
28. An assessment of interests and aptitudes to determine handicapped students' needs was completed before VEH program offerings were selected.	1 2 3 4 5	1 2 3 4 5
29. A community job availability survey specific to VEH programming is completed by the school before any VEH program is implemented.	1 2 3 4 5	1 2 3 4 5
30. The community job availability survey is updated every two years.	1 2 3 4 5	1 2 3 4 5
31. The community job availability survey is updated every five years.	1 2 3 4 5	1 2 3 4 5
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Dear VEH Teacher, _____ (1-5)

The effectiveness of Vocational Education for the Handicapped (VEH) is being evaluated for the Texas Education Agency by North Texas State University. Teachers, administrators, counselors, parents, students and employers are being asked to complete surveys relating their experiences with the VEH training program.

This survey asks you to read a statement and select two ratings. The first scale rates the degree to which the statement is happening now (in your particular situation). The second scale rates the degree to which you think the statement should be occuring.

Please take a few minutes now to complete this survey, seal it in the enclosed envelope, and return it to _____. Your response will have a great impact on the improvement of educational opportunites for special needs students in Texas.

Thank you for your cooperation.

VOCATIONAL TEACHER SURVEY

	(6-11) 1. What is happening now.					(12-17) 2. What you feel should happen.				
	Never				Always	Should Not				Should
1. All of my students receive an assessment of sensory, physical, emotional, social, and cognitive skills before program placement.	1	2	3	4	5	1	2	3	4	5
2. Students receive occupational interest and aptitude tests before program placement.	1	2	3	4	5	1	2	3	4	5
3. The vocational assessment recommendations were compatible with the entry requirements of the VEH program to which students are referred.	1	2	3	4	5	1	2	3	4	5
4. I have received adequate training in interpreting reports from other professionals - such as psychological evaluations, vocational assessments, and academic assessments.	1	2	3	4	5	1	2	3	4	5
5. I received adequate training to translate statements describing physical, sensory, and cognitive abilities into instructional strengths and abilities.	1	2	3	4	5	1	2	3	4	5
6. I have developed an informal assessment system which would assist in predicting student success in my specific vocational training area.	1	2	3	4	5	1	2	3	4	5

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BEST COPY AVAILABLE

	(18-32) 1. What is happening now. Never Always					(33-47) 2. What you feel should happen. Should Not Should				
7. I understand the methods and procedures used to identify students for the VEH program.	1	2	3	4	5	1	2	3	4	5
8. All of my VEH students are placed through the ARD committee.	1	2	3	4	5	1	2	3	4	5
9. The receiving VEH instructor attends the ARD committee meeting discussing student placement.	1	2	3	4	5	1	2	3	4	5
10. I am encouraged to ask questions and become involved in ARD deliberation.	1	2	3	4	5	1	2	3	4	5
11. I am given release time so that I can attend ARD meetings.	1	2	3	4	5	1	2	3	4	5
12. Each Student's VEH goals and objectives are discussed and recorded during the ARD committee meeting.	1	2	3	4	5	1	2	3	4	5
13. Students are placed appropriately in the VEH program based on student strengths and needs in relation to program objectives.	1	2	3	4	5	1	2	3	4	5
14. All students placed in the VEH program have potential for employment in the field of training.	1	2	3	4	5	1	2	3	4	5
15. The VEH teacher is responsible for follow-up of students on permanent job placement.	1	2	3	4	5	1	2	3	4	5
16. Job follow-up information is used in developing and revising curriculum and course objectives.	1	2	3	4	5	1	2	3	4	5
17. Buildings are architecturally accessible.	1	2	3	4	5	1	2	3	4	5
18. Vocational counselors are involved in student placement and program support.	1	2	3	4	5	1	2	3	4	5
19. District inservice training includes sessions which are instructive in serving students with special needs.	1	2	3	4	5	1	2	3	4	5
20. Certification programs prepare VEH teachers to work with handicapped students.	1	2	3	4	5	1	2	3	4	5
21. Vocational administrators are supportive of the VEH program.	1	2	3	4	5	1	2	3	4	5

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	(48-61) 1. What is happening now. Never ... Always					(62-75) 2. What you feel should happen. Should Not ... Should				
22. Building administrators are committed to and actively interested in the VEH program.	1	2	3	4	5	1	2	3	4	5
23. I assist in developing suitable job placements for handicapped students.	1	2	3	4	5	1	2	3	4	5
24. I have adequate planning time for course preparation.	1	2	3	4	5	1	2	3	4	5
25. I meet with special education personnel on a regular basis to coordinate instruction.	1	2	3	4	5	1	2	3	4	5
26. VEH students receive adequate vocational readiness skills in special education classes.	1	2	3	4	5	1	2	3	4	5
27. The VAC is responsible for job placement of the special education student who completes a VEH program.	1	2	3	4	5	1	2	3	4	5
28. The job placement coordinator is responsible for job placement of the special education student who completes a VEH program.	1	2	3	4	5	1	2	3	4	5
29. A student can be placed in a work-experience program prior to completion of VEH training.	1	2	3	4	5	1	2	3	4	5
30. Adequate progress reports are kept on students at work experience sites.	1	2	3	4	5	1	2	3	4	5
31. The present direction of the VEH program is realistically oriented toward preparation for employment.	1	2	3	4	5	1	2	3	4	5
32. Guidance assistance is available when needed for individual behavioral adjustments.	1	2	3	4	5	1	2	3	4	
33. Administrators and instructional personnel are in agreement as to the purpose and direction of the VEH program.	1	2	3	4	5	1	2	3	4	5
34. Program instructional supervision is adequate.	1	2	3	4	5	1	2	3	4	5
35. The VEH advisory committee helps to identify and provide orientation for potential employers of handicapped students.	1	2	3	4	5	1	2	3	4	5

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	(76-89) 1. What is happening now. Never Always					(90-103) 2. What you feel should happen. Should Not Should				
36. I am knowledgeable in modifying job tasks for handicapped students.	1	2	3	4	5	1	2	3	4	5
37. I am knowledgable in modifying equipment for handicapped students.	1	2	3	4	5	1	2	3	4	5
38. My teacher preparation provided adequate training in adapting curriculum for varied handicapping conditions.	1	2	3	4	5	1	2	3	4	5
39. My teacher preparation provided adequate training in teaching strategies based on individual learning styles and abilities.	1	2	3	4	5	1	2	3	4	5
40. The VEH curruculum is developed in units which revolve around job-specific concepts and the needs/abilities of the handicapped student.	1	2	3	4	5	1	2	3	4	5
41. VEH program offerings are based on community job availability surveys.	1	2	3	4	5	1	2	3	4	5
42. The VEH advisory committee is used to help plan and update curriculum and equipment.	1	2	3	4	5	1	2	3	4	5
43. VEH completers possess entry-level skills required in their specific vocational training area.	1	2	3	4	5	1	2	3	4	5
44. The VEH training is focused on teaching the skills required for work performance in the specific vocational training area.	1	2	3	4	5	1	2	3	4	5
45. The equipment used for training is comparable to that currently in use in the industry for which students are likely to work.	1	2	3	4	5	1	2	3	4	5
46. All equipment and tools are in workable, safe condition.	1	2	3	4	5	1	2	3	4	5
47. I have had recent work experience in my field of specialty.	1	2	3	4	5	1	2	3	4	5
48. VEH student progess is assessed and reported in measurable terms.	1	2	3	4	5	1	2	3	4	5
49. Joint, continuous evaluations of individual student progress are held between VEH and special education personnel.	1	2	3	4	5	1	2	3	4	5

	(104-109) 1. What is happening now. Never ... Always	(110-115) 2. What you feel should happen Should Not ... Should
50. Parent conferences are held regularly.	1 2 3 4 5	1 2 3 4 5
51. Parent conferences include coordinated information regarding the student's academic and vocational progress.	1 2 3 4 5	1 2 3 4 5
52. Vocational counselors are involved in job placement of VEH program completers.	1 2 3 4 5	1 2 3 4 5
53. Further vocational training options are <u>available</u> for VEH program completers who remain in school.	1 2 3 4 5	1 2 3 4 5
54. Further vocational training options are <u>accessible</u> to VEH program completers who remain in school.	1 2 3 4 5	1 2 3 4 5
55. All special education graduates who have completed VEH are reported on the VEDS form.	1 2 3 4 5	1 2 3 4 5

VEH PROGRAM DATA

Name of program_____

Number of students enrolled in the 83-84 school year _____ (114-115)

Number of 83-84 students who are coded with these primary handicapping conditions:

Mentally Retarded_____ (116-117)
Learning Disabled_____ (118-119)
Visually Impaired_____ (120-121)
Hearing Impaired_____ (122-123)
Emotionally Disturbed _____(124-125)
Orthopedically Impaired_____(126-127)
Other Health Impaired_____(128-129)
Other (list)_____(130-131)

Number of program completers from year 83-84 _____ (132-133)

Number of 83-84 completers holding permanent community jobs in the area of VEH training _____ (134-135)

Number of 83-84 completers remaining in the school program but not employed_____(136-137)

Number of tHese completers remaining in school enrolled in VAC program_____(138-139)

Number of these completers remaining in schqol enrolled in mainstream vocational program _____ (140-141)

Number of these completers remaining in school but not enrolled in a vocational program or a VAC program_____ (142-143)

Dear Special Education Teacher,

The effectiveness of Vocational Education for the Handicapped (VEH) is being evaluated for the Texas Education Agency by North Texas State University. Teachers, administrators, counselors, parents, students and employers are being asked to complete surveys relating their experiences with the VEH training program.

This survey asks you to read a statement and select two ratings. The first scale rates the degree to which the statement is happening now (in your particular situation). The second scale rates the degree to which you think the statement should be occuring.

Please take a few minutes now to complete this survey, seal it in the enclosed envelope, and return it to _____. Your response will have a great impact on the improvement of educational opportunities for special needs students in Texas.

Thank you for your cooperation.

	(4-15)					(16-27)				
	1. What is happening now.					2. What you feel should happen.				
	Never				Always	Should Not				Should
1. Students enrolled in VEH programs are being realistically trained for employment situations.	1	2	3	4	5	1	2	3	4	5
2. VEH program completers are being placed in community employment.	1	2	3	4	5	1	2	3	4	5
3. Students receive a vocational assessment before placement in a VEH program.	1	2	3	4	5	1	2	3	4	5
4. Special educators and VEH instructors meet together regularly to discuss program coordination and student progress.	1	2	3	4	5	1	2	3	4	5
5. Special education personnel work with VEH personnel in establishing instructional and behavior management techniques for special needs students.	1	2	3	4	5	1	2	3	4	5
6. My teacher certification program provided adequate training in serving the secondary level special needs student.	1	2	3	4	5	1	2	3	4	5
7. Parent conferences are held jointly by special and vocational educators to discuss program activities and student progress.	1	2	3	4	5	1	2	3	4	5
8. Special education academic subjects are specifically planned to coordinate with student's vocational training.	1	2	3	4	5	1	2	3	4	5
9. An effective special education pre-vocational program for students is in place in this district.	1	2	3	4	5	1	2	3	4	5
10. Responsible follow-up is conducted on students placed in community jobs.	1	2	3	4	5	1	2	3	4	5
11. Special education instructors who are familiar with a specific student are present at the ARD committee meeting discussing VEH placement.	1	2	3	4	5	1	2	3	4	5
12. VEH goals and objectives are discussed and written at the ARD meeting.	1	2	3	4	5	1	2	3	4	5
13. All special education graduates who have completed VEH are reported on the Vocational Education Data System form.	1	2	3	4	5	1	2	3	4	5

Dear Guidance Counselor,

The effectiveness of Vocational Education for the Handicapped (VEH) is being evaluated for the Texas Education Agency by North Texas State University. Teachers, administrators, counselors, parents, students and employers are being asked to complete surveys relating their experiences with the VEH training program.

This survey asks you to read a statement and select two ratings. The first scale rates the degree to which the statement is happening now (in your particular situation). The second scale rates the degree to which you think the statement should be occuring.

Please take a few minutes now to complete this survey, seal it in the enclosed envelope, and return it to _____. Your response will have a great impact on the improvement of educational opportunities for special needs students in Texas.

Thank you for your cooperation.

GUIDANCE PERSONNEL SURVEY _____ (1-3)

Please check your present assignment:

_____ academic counselor
_____ special ed. counselor
_____ vocational counselor

	(4-16) 1. What is happening now. Never ... Always					(17-29) 2. What you fee should happe Should Not ... Shou			
1. Guidance personnel have specific responsibilities toward the VEH program and students.	1	2	3	4	5	1	2	3	4
2. Guidance personnel attend ARD committee meetings discussing vocational placement of special education students.	1	2	3	4	5	1	2	3	4
3. Guidance personnel counsel parents/guardians of handicapped students regarding their child's vocational education/career plans.	1	2	3	4	5	1	2	3	4
4. Guidance personnel assist parents and other teachers in interpreting vocational programs and services for handicapped students.	1	2	3	4	5	1	2	3	4
5. Guidance personnel cooperate with appropriate agencies and groups in identifying career opportunities for handicapped students.	1	2	3	4	5	1	2	3	4
6. Guidance personnel advise and counsel handicapped persons relative to personal and professional goals.	1	2	3	4	5	1	2	3	4
7. Guidance personnel help influence attitudes of school personnel and students toward accepting handicapped students.	1	2	3	4	5	1	2	3	4
8. Guidance personnel assist each handicapped student to develop and maintain a positive self concept.	1	2	3	4	5	1	2	3	4
9. Guidance personnel obtain follow-up information on handicapped students leaving or graduating from school programs.	1	2	3	4	5	1	2	3	4
10. Guidance personnel have knowledge of appropriate referral sources for handicapped students.	1	2	3	4	5	1	2	3	4
11. Guidance personnel assist handicapped students in viewing their assets and limitations realistically.	1	2	3	4	5	1	2	3	4
12. The person reponsible for special education vocational assessments meets with the vocational counselor to discuss assessment results before the ARD committee meeting.	1	2	3	4	5	1	2	3	4
13. Guidance personnel are involved in job placement of VEH program completers.	1	2	3	4	5	1	2	3	4

PARENT SURVEY _____ (1-3)

Dear Parent,

The effectiveness of Vocational Education for the Handicapped (VEH) is being evaluated by the Texas Education Agency by North Texas State University and our local school district. Parents, teachers, students and employers are being asked to complete surveys concerning their experience with the VEH training program.

The survey can be completed in a very short time. Please take a few minutes right now to fill out the survey and return it in the enclosed postage paid envelope. Remember that your contribution will help to improve the educational opportunities of special needs students in Texas.

Thank you for your cooperation.

1. PLEASE CHECK THE PROGRAM IN WHICH YOUR CHILD IS/WAS ENROLLED:
(Please check one only) (4-22)

____ Farm and Ranch Mechanics	____ Food Service	____ Laundry Services
____ Horticulture	____ Metal Trades	____ Electronics Assembly
____ Home and Community Service	____ Building Maintenance	____ Welding
____ Office and Duplicating	____ Clothing Services	____ Printing
____ Gen. Mechanical Repair	____ Office Clerical	____ Electrician Helper
____ Cooperative Education	____ Furn. Repair & Upholstery	____ Auto Mechanics
____ General Mechanics	____ Nursing Assistant	____ Home Furnishings
		____ Other _____

2. HOW LONG WAS YOUR CHILD ENROLLED IN THIS PROGRAM:

____ 1 year	____ 3 years	(23)
____ 2 years	____ 4 years	

3. WAS YOUR CHILD PLACED IN THE VEH PROGRAM THROUGH A COMMITTEE MEETING AT SCHOOL (ARD meeting)? ____ Yes ____ No (24)

4. WERE YOU INVITED TO BE A PART OF THE DECISION MAKING PROCESS (ARD meeting) TO DECIDE IN WHICH TRAINING PROGRAM YOUR CHILD WOULD BE PLACED? ____ Yes ____ No (25)

DID YOU ATTEND? ____ Yes ____ No (26)

WERE THE GOALS FOR TRAINING DISCUSSED AND WRITTEN AT THE MEETING? ____ Yes ____ No (27)

5. HAVE YOU HAD SOME CONTACT WITH THE VOCATIONAL TEACHER TO DISCUSS YOUR CHILD'S PROGRESS? ____ Yes ____ No (28)

IF YES: WAS THE CONTACT BY: ____ Phone ____ In Person (29)

IF YES: HOW MANY TIMES DURING THE SCHOOL YEAR? ____ 1 - 3 times ____ 4 - 6 times ____ more than 6 times (30)

BEST COPY AVAILABLE

6. HAVE YOU HAD SOME CONTACT WITH THE SPECIAL EDUCATION TEACHER TO DISCUSS YOUR CHILD'S PROGRESS? ____ Yes ____ No (31)

IF YES: WAS THE CONTACT BY : ____ Phone
____ In person (32)

IF YES: HOW MANY TIMES DURING THE SCHOOL YEAR? ____ 1 - 3 times
____ 4 - 6 times (33)
____ more than six times

7. HAVE YOU MET WITH THE VOCATIONAL TEACHER AND THE SPECIAL EDUCATION TEACHER TOGETHER TO DISCUSS YOUR CHILD'S PROGRESS IN THE TOTAL PROGRAM? ____ Yes ____ No (34)

IF YES: HOW MANY TIMES DURING THE SCHOOL YEAR? ____ 1 - 3 times
____ 4 - 6 times (35)
____ more than 6 times

8. DID YOUR CHILD RECEIVE A VOCATIONAL ASSESSMENT BEFORE PLACEMENT IN THE VEH PROGRAM? ____ Yes ____ No ____ Don't know (36)

IF YES, WAS THAT VOCATIONAL TESTING EXPLAINED TO YOU? ____ Yes ____ No (37)

WAS YOUR CHILD PLACED IN A PROGRAM WHICH WOULD MEET HIS/HER INTEREST AND ABILITIES AS REPORTED IN THE VOCATIONAL TESTING? ____ Yes ____ No (38)

9. PLEASE RATE THE TRAINING YOUR CHILD RECEIVED IN VOCATIONAL PROGRAMS. (39-50)

	Good 1	Fair 2	Poor 3
Mathematical Skills	____	____	____
Occupational Skills	____	____	____
Organizational Skills	____	____	____
Communication Skills	____	____	____
Problem Solving Skills	____	____	____
Work Quality	____	____	____
Work Quantity	____	____	____
Manual Dexterity Skills	____	____	____
Meeting the Public	____	____	____
Following Instructions	____	____	____
Operation of Equipment	____	____	____
Safety Skills	____	____	____

10. TO WHAT EXTENT, IF ANY, HAS YOUR CHILD'S TRAINING ADDED TO HIS OR HER ABILITY TO FIND AND KEEP A JOB?

____ Very Much ____ Very Little (51)
____ Somewhat ____ None

11. PLEASE RATE THE VOCATIONAL TRAINING RECEIVED BY YOUR CHILD IN THE FOLLOWING PERSONAL SKILL AREAS: (52-63)

	Good 1	Fair 2	Poor 3
Accepting Responsibility	____	____	____
Punctuality	____	____	____
Personal Initiative	____	____	____
Willingness to Learn	____	____	____
Co-worker Cooperation	____	____	____
Management Cooperation	____	____	____
Work Attendance	____	____	____
Work Attitude	____	____	____
Personal Appearance	____	____	____
Following Work Rules	____	____	____

12. AS A RESULT OF YOUR CHILD'S TRAINING, HOW WOULD YOU RATE HIS OR HER PREPARATION IN RELATION TO OTHER STUDENTS WITHOUT SUCH TRAINING?

____ No basis for opinion
____ Vocational student is better prepared
____ About the same
____ Vocational student is less prepared (64)

**********IF THE STUDENT HAS LEFT SCHOOL PLEASE ANSWER THE FOLLOWING QUESTIONS**********

13. IS YOUR CHILD EMPLOYED? ____ Yes ____ No (65)

IF YES, HOW DID THE STUDENT GET HIS/HER FIRST JOB?

____ School Personnel
____a. Vocational Teacher
____b. VAC
____c. Job Placement Coordinator
____d. Other
____ Employment Agency
____ Mutual Acquaintance
____ Applicant applied on own initiative
____ Other (describe)_____ (66)

14. IF YOUR CHILD IS NOT EMPLOYED, IS HE/SHE SEEKING EMPLOYMENT? ____ Yes ____ No (67)

IF YES, HOW MANY JOB INTERVIEW HAS HE/SHE ATTENDED?

____ 1 - 5 interviews
____ more than 5 interviews (68)

IF YOUR CHILD IS SEEKING EMPLOYMENT BUT HAS BEEN UNSUCCESSFUL IN OBTAINING A JOB, WHAT DO YOU FEEL IS THE BIGGEST PROBLEM?

____ Poor training
____ Jobs in training field not available
____ Other_____ (69)

15. WHAT IS YOUR OVERALL RATING OF THE TRAINING RECEIVED BY YOUR CHILD AS IT RELATES TO THE REQUIREMENTS OF HIS OR HER JOB?

____ Good ____ Fair ____ Poor (70)

STUDENT SURVEY ____(1-5)

1. HOW DID YOU LEARN ABOUT THE VOCATIONAL EDUCATION PROGRAMS OFFERED IN YOUR SCHOOL? (Check one)

____ Teacher ____Guidance Counselor ____Family
____ Administrator ____Friends (6)

2. HOW WOULD YOU RATE THE INTEREST SHOWN BY YOUR VOCATIONAL TEACHERS IN YOUR PROGRESS IN HIGH SCHOOL? (Please check only one)

____ Very Interested ____ Slightly Interested
____ Somewhat Interested ____ Not Interested (7)

3. HOW WELL DID YOU THINK YOU LEARNED FROM YOUR VOCATIONAL TEACHERS? (Please check only one)

____ Great (They did a really great job of teaching me.)
____ Good (They usually did a good job of teaching me.)
____ Fair (Sometimes they did not teach me very much.) (8)
____ Poor (I did not learned anything from them.)

4. IF YOU LEFT SCHOOL BUT DID NOT GRADUATE, PLEASE CHECK THE REASONS:

____ Attendance problems
____ Personal/family illness or injury
____ Grade problems
____ Found job
____ Transportation problems
____ Didn't like school
____ Moved
____ Money problems
____ Responsibility of caring for children (9-10)
____ Other_____
_____

5. CHECK ONE OF THE BELOW THAT TELLS WHAT YOU ARE DOING NOW:

____ Employed full-time
____ Employed part-time
____ Part-time work/part-time school
____ Unemployed
____ Military
____ Continuing education full-time (11)
____ Full-time homemaker

ANSWER THE FOLLOWING QUESTIONS ONLY IF YOU HAVE BEEN EMPLOYED SINCE LEAVING THE VOCATIONAL PROGRAM

6. Job Title_____

Name of Your Supervisor_____

Name of Your Company_____

Company Phone Number_____

Company Street Address or Box No._____

City, State, and Zip Code_____

7. Are you presently working in a job you were trained for in your high school vocational class(es)? ____ Yes ____ No (12)

If No, please check each reason that applies:

(13) ____ Not well-trained for a job
(14) ____ Wanted to work in another job
(15) ____ Found a better paying job
(16) ____ Could not find a job
(17) ____ Worked awhile in a job I was trained but changed
(18) ____ Other (Please describe)_____

_____

8. Did the vocational classes you took in high school teach you how to do the job you now hold? ____ Yes ____ No (19)

9. If Yes, how well did the vocational classes you took in high school teach you to do your job?

____ Great (The vocational classes taught me everything I needed to know)
____ Good (The vocational classes taught me almost everything I needed to know) (20)
____ Fair (The vocational classes taught me some of the things I needed to know)
____ Poor (The vocational classes did not teach me any of the things I needed to know)

10. About how much money do you make a week on your job before taxes or deductions of any kind?

____ Less than $50 a week
____ At least $50 but less than $75 a week
____ At least $75 but less than $100 a week
____ At least $100 but less than $150 a week (21)
____ At least $150 but less than $200 a week
____ At least $200 but less than $250 a week
____ At least $250 but less than $300 a week
____ More than $300 a week

11. Are you happy with your job? ____ Yes ____ No (22)

EMPLOYER SURVEY ____ (1-5)

Dear Employer,

The effectiveness of Vocational Education for the Handicapped (VEH) is being evaluated for the Texas Education Agency by North Texas State University. Employers, parents, students, and teachers are being asked to complete surveys concerning their experiences with the VEH training program.

This survey can be completed in a very short time. Please take a few minutes to fill out the survey and return it in the enclosed postage paid envelope.

As an employer of a VEH student, your response will have a great impact on the improvement of vocational training for special needs students in Texas. Thank you for your cooperation.

NAME OF STUDENT_____

1. TYPE OF WORK DONE BY STUDENT: (6-7)

___ Manufacturing
___ Food Service
___ Building Maintenance
___ Construction
___ Office/Clerical
___ Horticulture
___ Welding
___ Janitorial/Custodial/Housekeeping Services
___ Metal Trades
___ Furniture Repair and Upholstery
___ Mechanical Repair
___ Laundry
___ Electronics
___ Health Care
___ Other_____
_____

2. HAS THE SCHOOL CONTINUED TO CHECK ON STUDENT PROGRESS SINCE HE/SHE WAS EMPLOYED?

___ Yes ___ No (8)

3. WHAT IS YOUR OVERALL RATING OF THE TRAINING RECEIVED BY THE VEH STUDENT AS IT RELATES TO THE REQUIREMENTS OF HIS OR HER JOB?

___ Good ___ Fair ___ Poor (9)

4. PLEASE RATE THE SKILLS EXHIBITED BY THE VEH STUDENT IN THE FOLLOWING OCCUPATIONAL SKILL AREAS. PLEASE RESPOND TO THOSE AREAS YOU FEEL ARE APPLICABLE. (10-20)

	Good 1	Fair 2	Poor 3
Mathematical Skills	___	___	___
Occupational Skills	___	___	___
Organizational Skills	___	___	___
Communication Skills	___	___	___
Problem Solving Skills	___	___	___
Work Quality	___	___	___
Work Quantity	___	___	___
Manual Dexterity	___	___	___
Meeting the Public	___	___	___
Following Instructions	___	___	___
Operation of Equipment	___	___	___

5. TO WHAT EXTENT, IF ANY, HAS THE VEH STUDENT'S TRAINING ADDED TO HIS OR HER ABILITY FOR JOB PLACEMENT AND ADVANCEMENT?

___ Much ___ Same ___ Little (21)

6. PLEASE RATE THE SKILLS EXHIBITED BY THE VEH STUDENT IN THE FOLLOWING PERSONAL SKILL AREAS. PLEASE RESPOND ONLY TO THOSE AREAS YOU FEEL ARE APPROPRIATE. (22-31)

	Good 1	Fair 2	Poor 3
Accepting Responsibility	___	___	___
Punctuality	___	___	___
Personal Initiative	___	___	___
Willingness to Learn	___	___	___
Co-worker Cooperation	___	___	___
Management Cooperation	___	___	___
Work Attendance	___	___	___
Work Attitude	___	___	___
Personal Appearance	___	___	___
Compliance with Policies	___	___	___

7. HOW WOULD YOU RATE THE VEH STUDENT'S PREPARATION IN RELATION TO OTHER EMPLOYEES WITHOUG VOCATIONAL TRAINING?

___ No basis for opinion
___ Vocational student is better prepared
___ About the same
___ Vocational student is less prepared (32)

8. WHAT WAS THE PRIMARY SOURCE FOR THE INITIAL HIRING OF THE VEH STUDENT?

___ Employment Agency
___ Vocational Teacher
___ VAC-Vocational Adjustment Coordinator
___ High School Placement Officer
___ Mutual Acquaintance
___ Applicant applied on own initiative
___ Other(describe)_____ (33)

9. WHAT IN YOUR OPINION, IS THE JOB OUTLOOK FOR VEH STUDENTS IN THIS PARTICULAR VOCATIONAL FIELD?

PRESENT (34)		FUTURE (35)
___	Good	___
___	Neutral	___
___	Poor	___

10. IS THIS AN APPROPRIATE JOB TRAINING FIELD FOR HANDICAPPED STUDENTS?

___ Yes ___ No (36)